

**IMPROVING THE READING COMPREHENSION OF GRADE VIII  
STUDENTS AT SMP N 1 MLATI USING SCHEMA ACTIVATION  
STRATEGY IN THE ACADEMIC YEAR OF 2013/2014**  
**Presented as Partial Fulfillment of the Requirements for the Attainment  
of a *Sarjana Pendidikan* Degree in English Education**

**A Thesis**



**By  
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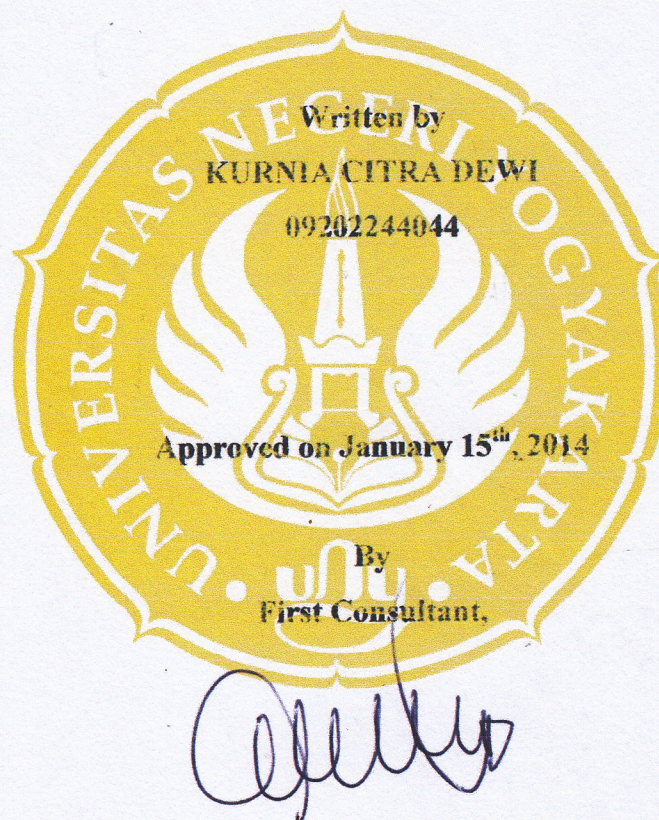
**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF ARTS AND LANGUAGES  
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2014**



**APPROVAL SHEET**

**IMPROVING THE READING COMPREHENSION OF GRADE VIII  
STUDENTS AT SMP N 1 MLATI USING SCHEMA ACTIVATION  
STRATEGY IN THE ACADEMIC YEAR OF 2013/2014**

**A THESIS**



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## RATIFICATION

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#### A THESIS

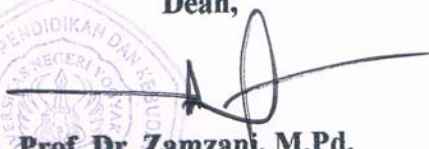
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## PERNYATAAN

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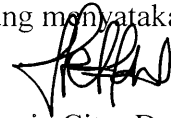
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C Students at SMP N 1 Mlati Using Schema Activation  
Strategy in the Academic Year of 2013/2014*

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 15 Januari 2014

Yang menyatakan,



Kurnia Citra Dewi

## **MOTTOS**

Knowing is not enough

You must apply,

Willing is not enough

You must do

(Deddy Corbuzier)

If you can't fly, then run,

If you can't run, then walk,

If you can't walk, then crawl,

but whatever you do,

you have to keep moving forward.

(Martin Luther King Jr.)

## **DEDICATIONS**

This thesis is specially dedicated to:

❖ My beloved Mother and Father

(Sudjono, S.Pd and Sri Hadi Whayuni, S.Pd.)

❖ My beloved elder and younger brothers

(Aan Galih Wicaksana, S.Pd and Bripda Satria Aji Laksana)

❖ My lovely man

(Hilmy Pradiksa, S.Ked)

❖ My lecturers, and

❖ My beloved friends

(Mbak Eni, Dita, Kiki, Five to Angels)

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Class I (Panji, mas Endi, Rina, Ratri, Astri, mbak Ika). Thanks for the suggestions and supports.

I realize that my thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated. I expect that this thesis gives some contributions for the improvements of the English teaching and learning for the readers.

Yogyakarta, January 15<sup>th</sup>, 2014

The writer,

A handwritten signature in black ink, appearing to be 'Kurnia Citra Dewi', written in a cursive style.

Kurnia Citra Dewi



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## **LIST OF ABBREVIATIONS**

FN	: Field Note
KTSP	: Kurikulum Tingkat Satuan Pendidikan
LCD	: Liquid-Crystal Display
SMPN	: Sekolah Menengah Pertama Negeri
SPSS	: Stastitical products and Solution Services
TV	: Television

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**By: Kurnia Citra Dewi  
09202244044**

**Abstract**

This research is aimed at improving the reading comprehension of grade VIII students at SMP N 1 Mlati through schema activation strategy.

In conducting this study, the researcher applied Classroom Action Research (CAR) as the method of the research. It was conducted in two cycles and each cycle consisted of four phases, they are: planning, acting, observing, and reflecting. The subjects of the study were 30 students of Class VIII C of SMP N 1 Mlati, Sleman. There were two forms of data in this study. The qualitative data were collected through observation and interview. The data were presented in the form of field notes and interview transcripts. Then, the quantitative data were collected through Pre-test, Achievement test I, Achievement test II, and Post-test. They were presented in the form of scores and analyzed by using descriptive statistics in SPSS 17 program.

In reference to the application of the two cycles, the results of the research revealed that the use of schema activation strategy successfully improved the students' reading comprehension. The students' interest and attention in the process of teaching and learning English, especially reading, improved. They were also able to explore many words related to the topic of the lesson. In relation to their comprehension of English texts, the students were able to identify main ideas and supporting details of paragraphs correctly. The improvements were also supported by the comparison of the students' mean scores from Pre-test and Post-test, 5.05 and 6.30, and from Achievement test I and II, 7.03 and 7.76. Their involvement in the reading class also improved. In addition, the students became more active and they enjoyed the process of teaching and learning reading.

## **CHAPTER 1 INTRODUCTION**

### **A. Background of the Study**

English is one of the foreign languages that is learned by Indonesian students. It is important to learn English in the global era since competitions among countries are hard. Because of this reason, English plays an important role in assisting the Indonesian human resources. In addition, English is needed as an international language, so it can also be argued that English is a minimum requirement in facing the global era.

Based on School Based Curriculum or KTSP for short, the students are required to master four basic skills of English. One of them is reading. Reading can be defined as essentially a process of getting important and meaningful information from written language, Goodman in Burt, Peyton, and Adams (2003: 33). It is important to learn reading since it (1) helps readers learn to think the new language, (2) helps readers build a better vocabulary, and (3) makes readers more comfortable with written English. Moreover, citizens of modern societies must be good readers to be successful. Reading skills do not guarantee success for everyone, but success is much harder to come by without being a skilled reader.

In relation to English teaching learning processes at schools, reading is one of the essential skills for students. Reading is also one of the important ways, which can improve the students' general language skills in English, those are, reading can enlarge the students' vocabulary mastery, improve



writing skill, improve speaking skill and find out new ideas, facts and experiences. Nowadays, there are many course books for students, which are written in English. That is why students are to have a good reading skill. Additionally, reading skill is also used in the national examination, so that students must have a good reading comprehension if they want to pass the exam successfully.

Some of the objectives of teaching reading in junior high schools based on School Based Curriculum (KTSP) are to enable students to get certain information, identify general ideas of certain texts and get main ideas both explicitly and implicitly. A good rule for teachers is that they let the students read when they are ready to do so. Unfortunately, teachers commonly forget to prepare their students with initial information about texts before they are ready to read the texts. There was also no challenging activity in reading. The activities done in reading were commonly reading the text aloud, translating the texts, and answering questions related to the text.

A preliminary observation at SMP N 1 Mlati showed the same problem. The activity started by showing a simple text to the students and then read the text aloud. After that, the teacher asked some students to read the text aloud based on her example. When there was a mistake in pronouncing the words, the teacher just corrected it directly. The teacher then asked if there was a difficult word. The class at the time was quiet enough and the students tended to be kept silent during the activity. Such condition sometimes can be assumed that students had comprehended the text well. However, when the

teacher asked them the meaning of certain words, they did not know the answers even a simple word such as the word *between*. There was also no challenging activity for the students at that time. Students were translating each sentence to understand the text and then they were asked to do the follow up activity and discuss it. The teacher did the same thing to the next activity until the time was up. The result of the follow up activity was that only some of them answered the follow up activity correctly.

Since the teacher just stood in front of the class during the teaching and learning processes, many students did not pay attention to the teacher. Students paid attention to the teacher only when they were asked to read the text aloud and do the follow-up activity. To sum up, the students were not interested in the reading activity.

From the illustration above, it can be seen that the process of teaching and learning reading did not follow the three stages of teaching reading, i.e., pre-reading, whilst-reading, and post-reading. Instead of preparing the students before reading the text by building their background knowledge, the teacher just read the text aloud in order to give the students the example of how to read the text correctly in pre-reading phase. The teacher firstly should attract the students' interest and attention by telling the topic. She could also give the students a chance to share and express their ideas toward the topic. Activating the students' background knowledge or schemata by doing questioning could be one of the activities done in Pre-reading phase. Those

activities could make the students felt at ease in joining the lesson. Besides, they could also help the students to get the big picture of the lesson.

Pre-reading activities was important. It was because the purpose of pre-reading activities is to motivate the students to want to read the text and to prepare them to be able to read it. Thus, the success of reading a text depends much on the activities in pre-reading phase.

Considering the problem above and the prominence of pre-reading activities, the writer tries to solve it by using schema activation strategy. Schema Activation Strategy is a strategy which focuses on activating students' background knowledge. Such steps as building interest and attention, assessing prior knowledge and exploring keywords, building connection between students' prior knowledge and the new material, and comprehending the new material were implemented in the teaching and learning process of reading. They influence much on the success of reading a text.

The researcher tries to implement schema activation strategy in the teaching learning process to the second year students of SMP N 1 Mlati. The strategy is expected to help students to improve their comprehension on texts with more challenging activities.

## **B. Identification of the Problem**

The teaching and learning process of reading in the classroom is commonly influenced by some factors such as students' ability in comprehending an English text, the material, and the reading activity. Based on a preliminary observation and some interviews, problems dealing with

factors influencing the students' reading comprehension are identified as follows.

The first problem is from the students. From the classroom observation and interviews with the English teacher and some students, some problems related to the students were found. First, the students had low vocabulary mastery. When they were given a text to read, they did not know the meaning of even simple words such as *between* and *state*. It made them found difficulty in comprehending the text. To handle the problem, they tended to translate every single word in the text. In translating the text, they depended too much on their dictionary. Second, the students were not aware of the use of learning strategies. They did not know how to use the efficient comprehension strategies such as using prior knowledge, making prediction, skimming and scanning, or guessing the meaning from the context. Third, the students were not interested the process of teaching and learning reading. They found that activities in reading were boring. This boredom was seen from the behavior that students showed in the class. They mostly did not pay attention to the teacher's explanation. The students, especially who sat at the back, chatted with their friends and made a lot of noise. Fourth, the students were also very passive in the process of teaching and learning. When they were asked to find unfamiliar words, some of them neglected the command and they just chatted with their friends. Only those, who were clever, were active during the lesson.

The second problem comes from the teacher. The teacher tended to apply monotonous reading activities in the class. She just asked students to



read a certain text and then do the follow-up activity. The teacher dominated the class by explaining the material during the lesson without giving a chance to the students to express and share their ideas about the topic of the lesson. She lacked strategies or media to attract the students' attention and interest. She did not provide such activity as discussion in order to establish interaction between the teacher and the students and among the students. Activities, which need the students' involvement, were also rarely done by the teacher. Those reasons make students easily get bored in the reading class. Next, the teacher ignored the importance of recalling and relating students' background knowledge with the input text. She did not give the students enough scaffolding before reading a text. As a result, students found difficulty in comprehending the text.

The third problem is derived from the method used in teaching reading. There are actually three stages in the process of reading activity. They are pre-reading, whilst-reading, and post-reading. Pre-reading itself is a stage before the actual act of reading a text begins and which is done to make the process of reading more comprehensible. It is usually done by giving necessary background information to the reader to facilitate comprehension. However, the teacher neglected this stage. She tended directly to go to the second stage. The teacher just gave small piece of information about the text that was going to be read by the students. She forgot to scaffold her students in reading the text. This may also cause boredom to the students because they do not feel that the activity is interesting. Such challenging activities as

previewing, predicting and questioning (asking question as if having a “conversation” with the writer) which can activate the students’ background knowledge are gone.

The last problem is from the media used in reading. There was actually an LCD projector in the class. However, the teacher rarely used it in her teaching especially in teaching reading. She usually used the LCD projector for showing texts to the students. The teacher had never used such media as pictures although the use of pictures could stimulate the students to recall their prior knowledge related to the topic of the text.

### **C. Delimitation of the Problem**

From the explanation in the background and identification of the problems above, there were many factors influencing students’ reading comprehension. It was impossible for the researcher to cope all problems. Therefore, the problem of the research was only limited to how to improve students’ reading comprehension by applying schema activation strategy. The researcher chose that action since when the students possessed enough knowledge about the topic discussed in the text, they would feel at ease in comprehending the text. Therefore, activating students’ schema became an essential phase for the success of comprehending English texts.

### **D. Formulation of the Study**

Based on the background of the problems above, the writer formulates the problem as follows.

“How does the implementation of teaching reading using Schema Activation Strategy improve the reading comprehension of grade VIII students at SMP N 1 Mlati in the academic year of 2013/2014”?

#### **E. The Objective of the Study**

To improve the reading comprehension of grade VIII students at SMP N 1 Mlati in the academic year of 2013/2014 by using Schema Activation Strategy.

#### **F. The Significance of the Study**

Some expected advantages could be acquired from this study:

1. For students, it will be an effort to improve their interest in English especially in reading skill.
2. For English teacher, it will be useful opportunity to improve their quality of teaching English in general and teaching reading in detail.
3. For readers, it can broaden the knowledge about using schema activation strategy in teaching reading comprehension.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the literature review, relevant research studies, and conceptual framework. Each is presented below.

#### **A. Literature Review**

##### **1. The Nature of Reading and Reading Comprehension**

###### **a. The Definition of Reading**

Goodman in Burt, Peyton, and Adams (2003: 33) states that reading is essentially the process of getting important and meaningful information from written language. The interaction between the reader's cognition and the text is seen to be a natural activity that happens while a reader is reading. In reference to this statement, according to Urquhart and Weir in Grabe (2009: 14), reading is the process of receiving and interpreting information encoded in language form via the medium of print. Moreover, reading is also seen as a process of gathering visual information from the text and analyzing that information through different systems (the brain) (Burt, Peyton, & Adams, 2003: 34).

In relation to the above theories, Moreillon (2007: 10) states that reading is making meaning from print and from visual information. However, reading is not simple. Reading is an active process that requires a great deal of practice and skill. In order to be good readers, learners must take their ability to pronounce words and to "read" pictures and then make the words and pictures mean something.

Johnson (2008: 3) states that reading is the practice of using text to create meaning. The two keywords here are creating and meaning. If there is no meaning that is being created, there is no reading which is taking place. Reading also integrates visual and non-visual information. During the act of reading, the visual information found on the page combines with the non-visual information contained in the reader's mind to create meaning. In that way, what is the reader's mind is just as important as what is on the page in the process of creating meaning (reading) (Johnson, 2008: 4).

Alderson (2000: 25) suggests that reading involves a social context. He suggests that reading is socially practiced. In short, reading is not an isolated activity. It is usually conducted for various purposes in social contexts. Therefore, the social context contributes to a reader's ideas of what is the meaning of their activity (reading). In other words, the statement explains that the term reading can be defined as an active process of getting meaning intended by the author from printed or written verbal symbols. During this process, the reader combines his/her language skills and background knowledge of the real world to grasp the meaning.

#### **b. The Definition of Reading Comprehension**

Snow (2002: 11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Such three dimensions as the reader, the text and the activity are entailed from the definition. The identities and capacities of readers, the texts that are available and valued, and the activities

in which readers are engaged with those texts are all influenced by, and in some cases, determined by, the sociocultural context. The sociocultural context mediates students' experiences, just as students' experiences influence the context (Snow, 2002: 12).

In relation to the above theories, Lenz (2005: 1) states that reading comprehension is the process of constructing meanings from the text. It means that the reading comprehension process involves the reader's ability to make relationship between their background knowledge and their purpose of reading with the meanings of the text. Then, its process results a meaning of the text, which is being understood by the reader. Similarly, Koda in Grabe (2009: 14) states that comprehension occurs when the reader extracts and integrates various information from a text, and combines it with what is already known. Furthermore, Carrel and Eisterhold (1983: 556) state that comprehending a text is an interactive process between the reader's background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to one's own knowledge. From the statements, it can be concluded that background knowledge of the reader has important roles in the process of comprehending.

Moreillon (2007: 19) says that understanding the importance of background knowledge to comprehension is critical because we connect new information with prior knowledge before we integrate and organize the new information. Rosenblatt in Moreillon (2007: 19) developed a theory of reading as a transaction among the reader, the text, and the intention of the author. She

posited that each reader brings his own feelings, personality, and experiences to the text and that each reader is different each time he revisits a particular text. Background knowledge is what the reader brings to the reading event. Each reader's interpretation and each reading of the text are potentially unique.

From the theories above, reading comprehension can be concluded as the process of finding the stated or unstated writer's idea in the text. That process occurs by relating various information in the text to the readers' background knowledge.

### **c. Process of Reading Comprehension**

In general, the processes of comprehension involve top-down, bottom-up, and interactive process. Carrel and Eisterhold (1983: 557) notes that bottom-up processing is evoked by the incoming data; the features of the data enter the system through the best fitting, bottom-level schemata. Schemata are hierarchically organized, from most general at the top to the most specific at the bottom. In bottom-up processing, readers have to recognize linguistic signals such as letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers and impose them with their linguistic data-processing mechanisms (Brown, 2001: 299). The readers identify the components of a text from smaller components up to the bigger one.

On the contrary, top-down is the process used by the readers to understand a text through their knowledge. Goodman in Brown (2001: 299) notes that in top-down model, readers were required to make use their

background knowledge to make prediction and inference in order to understand the reading texts. Readers start with the largest elements and work down towards smaller elements to build comprehension of what is being read (Anderson in Nunan, 2003: 71). In this process, reading begins with the reader background knowledge.

Another process is the combination of bottom-up and top-down. It is usually called as an interactive processing. Interactive sees reading as a process of interaction between top-down and bottom up skills, supporting a combination of language development, decoding and strategy development. It combines the ability when reading the text itself and utilizes the background knowledge in mind to understand what a text is about.

#### **d. Reading Comprehension Strategies**

The use of comprehension strategies in the teaching of reading is important. It influences the students' reading comprehension. In relation to the use of reading comprehension strategies, Zimmerman and Hutchins cited in Moreillon (2007: 11) proposed seven strategies. Some of them are as follows.

##### **1) Activating or building background knowledge**

Activating background knowledge refers to students recalling what they know about the topic of a text before reading and during reading for learning the content as fully as possible and linking the new content to prior understanding (Guthrie and Taboada, 2004: 92). When the reader can connect what he or she is reading to something already known,



background knowledge is being utilized to make sense of the new information.

## 2) Using sensory images

Sensory experiences are a significant aspect of readers' background knowledge. When we think about our sensory experiences, we are creating representations of those experiences in our memories (Marzano in Moreillon, 2007: 39). In this strategy, the use of senses (sight, hearing, touch, taste and smell) in understanding texts plays an important role. Inviting students to close their eyes and imagine the text as it is read aloud, and then asking them to share the pictures in their heads, is the basic technique used to teach visualization.

## 3) Questioning

Questioning refers to students asking or writing self-initiated questions about the content of a text, before and during reading, to help them understand the text and the topic. Students' reading processes change dramatically when they pose questions about the topic of a book or text before reading. Their questioning serves several roles in the comprehension process. If they are students' personal questions, they come from the students' knowledge. They flow out of personal experiences and represent those experiences as the students encounter new ones (Guthrie and Taboada, 2004: 93).

#### 4) Making prediction and inferences

Predictions are educated guesses about what will happen next based on what is known from reading the text; prediction can also involve readers' background knowledge. Inferences require that readers go beyond literal meaning; they use the print and illustrations plus their prior knowledge and experience to interpret the text. Through these processes, readers find clues or connecting points, make predictions or inferences, and draw conclusions. These conclusions or interpretations are a critical part of reading comprehension. Readers who make predictions and inferences before, during, and after they read are actively engaged in the meaning-making process.

#### 5) Determining main ideas

Main ideas are the foundation on which the details rest. Readers must learn how to prioritize information as an essential skill in reading comprehension as well as in information literacy. They can use main ideas to develop their schemas and to shore up their ability to store and recall information.

## **2. English Teaching and Learning**

Dealing with improving reading comprehension of the second year students, one of the things should be done is that understanding the theory of teaching and learning. Discussions on the notion of teaching and learning are presented as follows.

According to Brown (2007: 8), teaching can be defined as guiding and facilitating, encouraging the learners to learn and setting the condition for learning. Supporting this definition, Brown (2007: 8) defines that teaching is the activities to show or help someone to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, cause to know, understand knowledge and give new knowledge. From the definition above, teaching can be defined as helping, facilitating, and giving instructions how to learn and get something or knowledge.

Those statements also show that teaching is an active process which enables someone to know and understand certain new thing or knowledge. Blum in Richard and Renandya (2002: 21) proposes that an effective teaching considers some crucial aspects including curriculum which is used to guide instructions, efficient classroom activities, instructional groups which are formed in the classroom to fit the instructional needs, standard for classroom behavior, personal interactions between the teacher and students and reward which are used to promote students' achievement.

With regard to the above aspects, teaching is not only a matter of transferring knowledge. Many aspects are involved in the process of teaching which determine the effectiveness of the teaching process. Those aspects of effective teaching can be some guidance to create an effective English teaching learning process.

Brown (2007: 8) proposes that learning is acquisition or getting, keeping of information or skills which implies storage systems, memory and

cognitive system, involving active, conscious focus and acting of someone towards events inside or outside her or him, relatively lasting but something which is easy to forget, involving some forms of practice, perhaps reinforced practice and a change in behavior. Those concepts of learning show that in the learning process, learners get information or skills through some steps and forms of practices. In this process, such aspects as the memory, behavior and cognitive aspects are involved. All of those aspects are connected each other in determining the process of learning.

In relation to English teaching and learning in Indonesia, Brown (2007: 1) suggests that language learning is not a set of easy steps that can be designed in a quick individual activity. It needs total commitment, total involvement, total physical intellectual and emotional response in the process of sending and receiving messages in the second language. In other words, second language learning is affected by various factors such as the first language, a new way of thinking, feeling and acting toward the new language.

In addition, Brown (2007: 102) states that stressing the role of the native language on the target language has been common in the second language teaching. The native language is an obvious set of prior knowledge which underlie the further learning process. As a result, people who learn second language use their previous experiences to facilitate the second language learning process.

In reference to the theories above, the process of language teaching and learning is not only the process of transferring knowledge from the

teacher to the students. In fact, it involves various factors which influence the effectiveness of language teaching and learning process. Some of those factors are the teachers, students' background knowledge and the teaching method and strategies. In other words, an understanding toward the concept of language teaching and learning is essential to determine the success of language teaching and learning in the classroom.

#### **a. Teaching English as a Foreign language**

The rapid growth of English as an international language has stimulated interesting discussion about the status of English in Indonesia. Brown (2001: 118) states that English is increasingly used as a tool for interaction among non-native speakers. He adds that most of English language teachers across the globe are non-native English speakers. It means that their language is not monolingualism, but bilingualism. Instead, English as a second or foreign language has become a tool for international communication in transportation, education, commerce, banking, tourism, technology, and diplomacy in the world including Indonesia.

Moreover, Harmer (2001: 4) states that a foreign language does not have immediate social and communication function with the community where it is learned. It is used mostly for communication elsewhere. Furthermore, foreign languages are those in which the students do not have a readiness for communication beyond their classroom. They may be obtainable through language clubs and social media or books.

Those statements strengthen the position of a foreign language in non-native language community, which has not used the language in the daily communication of its society including in Indonesia. In the daily life, English is learned in a very limited environment such as at schools. In junior and senior high schools, English is a compulsory subject which is also being to be tested in the National Examination. Those facts indicate that English has a strong position in Indonesian education.

#### **b. Teaching English as a Foreign Language at Junior High School**

Ways of teaching language for different age level are very different. Each level, especially teens, requires special consideration in order to guide teachers into the right choices of teaching strategies, lesson planning, conducting activities, etc. Therefore, it is important to understand the characteristics of teens before deciding to apply certain teaching method or strategy in the English teaching and learning process in the junior high school.

Brown (2001: 92) states that the period of teens, which is between the childhood and adulthood, is an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. This affects in the things to be taken into account before teaching them. He also explains that around the age of twelve, intellectual capacity adds abstract thought. This also influences the ability to focus on something. Moreover, self-importance, self-image, and self-admiration are crucial for them. Besides, teens are very sensitive to the others' perception toward their physical and emotional

changing. However, secondary school students are like adult in their ability to be involved in various communication contexts.

Having known those characteristics of teens guide secondary teachers to open their views that one of the most important things dealing with teenagers is to understand their needs. It can be implemented by having interesting teaching and learning processes. The activities should engage their skills and motivation, avoiding embarrassment of students, and encouraging the students' participation in the teaching learning process.

### **3. Teaching Reading**

#### **a. Principles of Teaching Reading**

In teaching English, a teacher as the center and facilitator to the students in the classroom needs to prepare some teaching strategies and principles to teach the students so that they can understand well what the teacher teaches in the classroom.

According to Harmer (2001:70), there are six teaching principles that may be appropriate in teaching reading that is summarized below.

##### **1) Reading is not a passive skill.**

Reading is an incredibly active occupation. To do it successfully, readers have to understand what the words mean, see pictures the words are painting, and understand the arguments. If readers do not do those things, then they only just scratch the surface of the text and quickly forget it.

##### **2) Students need to be engaged with what they are reading.**

Students who are not engaged with the reading text, not actively interested with what they are doing, are less likely to benefit from it. When they are really fired up by the topic or the task, they get much more from what is in front of them.

- 3) Students should be encouraged to respond to the content of a reading text, not just to the language.

It is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. However, the meaning, the message of the text, is important and teachers must give students a chance to respond to that message in some ways. It is especially important that students should be allowed to express their feelings about the topic.

- 4) Predictions is the major factor in reading

When reading a text in the first language, readers frequently have a good idea of the content before they actually read. Book covers give readers a hint of what is in the book, photographs and headlines hint at what articles are about. The moment the readers get the hint, their brains start predicting what they are going to read. Expectations are set up and the active process of reading is ready to begin. Teachers should give students “hints” so that they can predict what is coming too. It makes them become better and more engaged readers.

- 5) Match the task to the topic.



Once a decision about what reading texts the students are going to read has been taken, teachers need to choose good reading tasks. The most interesting text can be undermined by asking boring and inappropriate questions; the most commonplace passage can be made exciting with imaginative and challenging tasks.

6) Good teachers exploit reading texts to the full.

Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

These are the six principles that can be implemented in the teaching reading in the classroom. Teachers can select one or more appropriate principles based on the need of the students because the appropriate principle influences the students' achievement.

**b. Types of Classroom Performance**

According to Brown (2001: 312), variety of reading performance in the language classroom is derived more from the variety of texts than from the variety of overt types of performance. Those types of classroom reading performance are explained as follows:

1) Oral and Silent reading

Occasionally, a teacher has a reason to ask a student to read orally. At the beginning and intermediate levels, oral reading can serve as an evaluative check on bottom-up processing skills, double as a pronunciation check, and

serve to add some extra student participation if the teacher wants to highlight a short segment of a reading passage (Brown, 2001: 312).

## 2) Intensive and extensive reading

According to Brown (2001: 312), silent reading may be subcategorized into intensive and extensive reading. Intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for understanding literal meaning, implications, rhetorical relationship, and the like. Intensive reading may also be a totally content-related reading initiated because of subject-matter difficulty.

Extensive reading is carried out to achieve a general understanding of a longer text. Most extensive reading is performed outside of class time. Therefore, pleasure reading is often extensive. By stimulating reading for enjoyment or reading where all concepts, names, dates, and other details need not be retained, students gain an appreciation for the effective and cognitive window of reading (Brown, 2001: 313).

### **c. Reading Lesson Sequence**

When having a reading activity in the classroom, teachers should not ask students to read certain text on certain page without any introduction or hints on anything special to do while reading. According to Brown (2001: 315), there is three-part framework in teaching reading. They are:

1) Before you read

In this part, teachers should spend some time introducing a topic, encouraging skimming, scanning, predicting, and activating schemata. Students can bring the best of their knowledge and skills to a text when they have been given a chance to “ease into” the passage, (Brown, 2001: 315).

2) While you read

In this part, teachers should give students a sense of purpose from reading rather than just reading because they are ordered to do that, (Brown, 2001: 315).

3) After you read

The focus of this part is a form of activity appropriate for post-reading. The activity can be in the form of studying vocabulary, identifying the author’s purpose, discussing the author’s line of reasoning, examining grammatical structures, or steering students toward a follow up writing exercise, (Brown, 2001: 315).

In line with Brown, William in Al – Issa (2006: 44) identifies three phases in teaching reading. They are pre-reading phase, reading phase, and post-reading phase. The teacher should be able to build students’ background knowledge in pre-reading phase. In reading phase, the students may read about the subject, while in the post-reading phase, the teacher may check students’ comprehension related to the text.

Based on Brown’s and William’s arguments, pre-reading phase or “before reading” phase is the best phase to activate students’ background

knowledge. In line with Brown and William, Moreillon (2007: 19) says that understanding the importance of background knowledge to comprehension is critical because we connect new information with prior knowledge before we integrate and organize the new information. Such activities as introducing a topic, encouraging skimming, scanning, predicting, and activating schemata may happen in this phase.

Furthermore, Willis (2008: 131 – 132) proposes four activities that may happen in pre-reading phase. Those activities are:

- 1) Building interest and attention

The teachers may ask questions about the topic that attracts the students' interest. Reading a surprising or intriguing passage from the book can be the start of a discussion that allows students to give opinions as to what it might mean and in what context. This discrepant event builds insights that they can use later in prediction activities.

- 2) Exploring Key Words

Exploring key words here is closely related to building students' vocabulary. Such ways as connecting with prior knowledge, creating examples, using visualization and illustrations, using real objects and realia, and using semantic mapping may be conducted in this phase.

- 3) Building Connection and Background Knowledge

To bring all students up to the level of background knowledge needed, consider the suggestion of Vygotsky that learning always proceeds from the known to the new. When teachers provide background knowledge before

reading, story comprehension improves. Consider classroom activities that connect their real life or experiences to the book they read.

#### 4) Establishing Reading Goals

Even after students get the big picture, it is motivating for them to know why the text is important enough to be worth their effort. In addition to the real world interests and connections they develop during big picture activities, consider how each student in the class can develop personally meaningful goals to keep him or her engaged and focused during the reading. When part of their goals includes finding information to support their predictions or to answer their questions, students approach the reading with more motivation. Their goals can give them a purpose for reading, encourage them to monitor their comprehension, and stimulate active thinking as they read.

Considering the activities in pre-reading phase proposed above, activating background knowledge becomes one of the important parts in pre – reading phase. It relates what the students already had in their head with the new information in the text. It helps them to prepare themselves in facing a new text and to comprehend an English text easily.

Teachers should follow the reading lesson sequences in the teaching and learning process of reading in order to make it become successful. One of the steps in the sequences, i.e., pre-reading phase is considered as the most important step in the teaching and learning of reading. It is because in pre-reading step, the teacher must be able to attract students' attention toward the

text. The more the students are interested in the topic, the more they are motivated to read the text. The teacher in this phase should prepare the students by relating what in the text to what they face in their real life so that they can get the general idea of the text. Based on the above explanation, pre-reading phase influences how successful teaching and learning process of reading is.

#### **4. Activating Schema as one of the Activities in Pre-reading Phase**

##### **a. The Definition of Schema**

According to McGee and Richgels in Moreillon (2007: 20), a schema is a “mental structure in which we store all the information we know about people, places, objects, or activities” If people have no schema for a particular topic, they begin that encounter with an immediate loss of comprehension.

Keene and Zimmermann in Moreillon (2007: 20) liken schemas to “homes in the mind.” This metaphor helps educators think in terms of the necessity of familiarity and comfort with a topic if the reader is to be successful at making meaning. By assessing students’ schemas and activating or building background knowledge, they offer students critical support for comprehension.

In line with above theories, Mikulecky (1989) defines schema as a general idea about a set of similar or related concept. For example, the schema the readers have for “house” consists of all the experiences they have ever had or learned about connected with “house”. When the readers are confronted with a situation which they identify as a house (or hose - like), the connection

in their “house” schema apply, and they know what to expect and how to behave.

Then Richards and Schmidt (2002: 115) classify the term schema into two types. They are content schema and formal schema. Content schema refers to background knowledge about the content of a text, i.e. depending on whether it is a text about earthquake, economy, art or cooking. Furthermore, formal schema is knowledge about formal, rhetorical, organizational structure of different kinds of texts, such as whether the text is a simple story, a scientific text, a news report, etc. Knowledge of both types of schemata influence how a reader understands a text.

In addition, Brown (2001) also states that content schemata includes what we know about people, the world, culture, and the universe, while formal schemata consists of our knowledge about discourse structure.

Carrell and Eisterhold (1983: 560) give a clearer definition about content schema.

In other words, one type of schema which readers are said to possess is background knowledge about, and expectations of, differences among rhetorical structures, such as differences in genre, differences in the structure of fables, simple stories, scientific texts, newspaper articles, poetry, and so forth. Our schema for simple stories, for example, includes the information that the story should have, minimally, a setting, a beginning, a development, and an ending. In schema theory research, this type of *formal* schematic knowledge is usually contrasted with *content* schematic knowledge, which is claimed to be background knowledge about the content area of a text, such as a text about washing clothes, celebrating New Year’s Eve in Hawaii or Halloween in Carbondale, and so forth.

From the explanation above, it is obvious that the readers should have content schemata in order to comprehend the text effectively. Based on the definition above, content schema can be summarized as anything the readers know about the topic being discussed in the text. The more the readers know about the topic of the text, the more they have content schema. As a result, they easily comprehend the text. Thus, giving the students interesting and familiar topics is an essential thing that the teacher should consider in the teaching and learning of reading.

#### **b. Schema Theory and Reading Comprehension**

Brown (2001) points out that schema theory is a theory in comprehending an English text in which the reader brings information, knowledge, emotion, experience, and culture – that is, schemata (plural) – to the printed word. The characteristic of schema theory, with regards to reading, is that a text does not carry meaning by itself. As stated before, readers bring information, knowledge, emotion, experience, and culture – that is schemata– to the printed word.

Zhao and Zhu (2012: 113) noted that comprehension is termed as an interactive process which works between the text and reader's background knowledge. Therefore, it always happens that readers contribute more information than the print on page. Readers understand what they read since during reading they tend to take the stimulus beyond its graphic representation and assign its membership to an appropriate group of concepts which are already stored in their memories. The reading process, therefore, involves



identification of genre, formal structure and topic, all of which activate schemata and allow readers to comprehend the text. Therefore, the schemata of various knowledge and experiences play a very important role in reading comprehension.

In addition, Zhao and Zhu (2012: 114) noted that based on schema theory, schema determines readers' comprehension of the text. However, sometimes the information that the texts provided does not enough to activate the relevant schema in students' minds. That is, there are cases when students do not store the proper schema. Under such circumstances, teachers can help students activate previous schema or construct related schema through the activities at the pre-reading stage. Questioning, brainstorming and pre-teaching, pre-texting and pre-discussing are the simple and efficient pre-reading activities.

In relation to the above theory, Anderson in Carrell and Eisterhold (1983: 556-557) states that efficient comprehension requires the ability to relate the textual material to one's own knowledge. Comprehending words, sentences, and entire texts involves more than just relying on one's linguistic knowledge. As the opening quote from Anderson et al. points out, "every act of comprehension involves one's knowledge of the world as well."

According to Smith (2004: 14), comprehension may be regarded as relating aspects of the world around the readers—including what the readers read—to the knowledge, intentions, and expectations the readers already have in their head. Readers do not have to know something in advance in order to

comprehend it. Nevertheless, they must be able to relate new things to what they already know if they are to comprehend texts. In other words, readers' understanding of a text depends on how much related schemata which the readers possess while reading.

To sum up, in reading comprehension, it cannot be denied that schema or readers' background knowledge gives a big contribution for the success of comprehending a text. Considering the importance of activating readers' background knowledge, teachers should be able to create and conduct some strategies which are able to recall and relate students' background knowledge with the text given.

### **c. Schema Activation Strategy**

Keene and Zimmerman in Moreillon (2007: 21) suggest that readers make three types of connection in building their schema. They are text-to-self, text-to-text, and text-to-world.

#### **1) Text-to-self Connection**

Text-to-self connections require that educators know the children in their care and be familiar with students' home lives and local communities. When modeling text-to-self connections, educators can use think-aloud questioning to share their thinking processes. Posing and answering questions can be an effective vehicle for making comprehension through background knowledge accessible to students. These sample questions center on three areas of text-to-self connection: feelings, experiences, and ideas:

- a) Have you ever felt like the character(s) in this story? Describe what happened and how you felt.
- b) Have you had a similar experience? Compare your experience to that of the character(s).
- c) Have you heard or read this information before? What does this information mean to you?
- d) How does connecting a story or information to your own life experiences help you better understand it?

## 2) Text-to-text Connection

When educators make effective connections between students' home and school lives, and as students build their school-based background knowledge, learners can be guided to make connections between texts. The following sample questions center on making text-to-text connections. They can be used to guide educators' and students' thinking as they model and practice this strategy:

- a. Have you ever read another book or seen a movie in which the characters have feelings or experiences similar to the ones in this story? Describe how they are the same.
- b. Have you ever read another book or seen a movie in which a story element (setting, plot, conflict, theme, or style) is similar to the one in this story? Describe how they are the same.

## 3) Text-to-world Connection

With text-to-world connections, readers stretch their thinking beyond the particulars of what they read, hear, and view to connect story themes with larger life issues. These are some questions that can be used to guide educators' or students' thinking as they practice making text-to-world connections:

- a) What do you think the author's message or purpose was in writing this story or presenting this information?
- b) What do you think was the author's opinion or perspective on the big ideas in this text? Do you agree? Why or why not?

Au in Ajideh (2003: 7) proposes the Experience-Text-Relationship (ETR) method to activate students' schema. It consists of: a) first, students expressing their own experience or knowledge about the topic prior to read, b) after the students have adequately shared their knowledge, the text becomes the focus of the class. During this segment of the lesson, the teacher asks the students to read short sections of the text and then questions about the content. The teacher must be sensitive to those text areas that could elicit misunderstandings and work through any difficulties that the students may have, and c) in the final stage, the teacher aids the students to draw relationships between personal experiences and the material discussed in the text stage. This step provides an opportunity for each student to make comparisons and contrasts with what they already know and to accommodate the new information into their preexisting schemata. Through this process, student's schemata become redefined and extended. The teacher has the

responsibility of leading the students to the appropriate answers without giving them too much information, so the task becomes one of self-discovery and integration.

In line with Au, Willis (2008: 130) also gives a set of strategies to activate prior knowledge. They are as follows:

- a) Activate students' background knowledge through discussions about interesting topics that will be included in the book before they read it.
- b) Let students who already know something about the topic or author share their experiences and insights with classmates. Therefore, these students feel engaged and their enthusiasm builds interest among their classmates.
- c) Continue to activate prior knowledge even after the book is started to sustain student goal-based and motivated reading. Every few chapters use pre - reading sessions that include questions and prompts related to additional prior knowledge that becomes pertinent during these later parts of the text.

In Addition, Zhao and Zhu (2012: 115-116) propose pre-reading activities, while-reading activities, and post-reading activities in schema activation. They are presented as follows.

- a) Pre-reading activities

Schema determines readers' comprehension of the text but sometimes the information that the texts provides are not enough to activate the relevant schema in students' minds. That is, there are cases when

students do not store the proper schema. Under such circumstances, teachers can help students activate previous schema or construct related schema through the activities at the pre-reading stage. Questioning, brainstorming and pre-teaching, pre-texting and pre-discussing are the simple and efficient pre-reading activities.

b) Whilst-reading activities

Teachers should cultivate students' capability in making predictions in order to make them experience how their schema plays its role in making prediction. It does not matter that readers may not predict the details and that what they predict may not in accordance with the text, since it is usually the case. The point is that the prediction can guide them to find the key information and detect the inferential details; therefore, it is very possible that their reading speed can be increased.

c) Post-reading activities

Outlining can help students clear the passage structure and conclude the main idea. It is fundamental to penetrate into the analysis and further discussion of the text.

In relation to the media which can be used to support schema activation, William in Al – Issa (2006: 44) argues that for teaching reading comprehension, pre-reading phase is the most important phase for building background knowledge. The instructor has the opportunity to use pictures, slides, movies, games, and other devices to activate and build on the students'

schema. In this phase, students might be also asked to write their knowledge of subject and, after writing, discuss their knowledge with other students.

Willis (2008: 130) also gives his suggestion about the use of pictures as media to support the effort to activate students' background knowledge. He states that before reading a text, all students, and especially global learners, benefit from some preview of the big picture. This can serve to prompt prior knowledge, stimulate personal interest, demonstrate real world value to the reading, and guide students to develop personal goals that keep them connected to the content of what they read so the information goes from working memory to long-term memory.

From the explanation above, it can be summarized that building schema or building background knowledge is an essential step in helping students to comprehend texts easily. Such activities as building interest and attention, employing text-to-self connection, text-to-text connection, and text-to-world connection, accessing prior knowledge and exploring keywords, and conducting discussion related to the topic prior reading, can be conducted to activate students' schemata. In addition, such media as pictures, videos, and slides can also be used to support the schema activation strategy.

## **B. Related Research Studies**

Many researchers and departments had conducted research on schema activation strategy. For example, Dentyana Fitriasisari on her study entitled *The Use of Schema Activation Strategy to Increase Students' Reading Comprehension*, she conducted a true experimental study whose respondents

were the students of grade VIII at SMP N 10 Semarang. The study consisted of conducting pre-test, doing a treatment on the use of Schema Activation Strategy for English teaching and learning, and conducting a post-test. The effectiveness of using schema activation strategy could be known from the significant differences between the mean score of the experimental group and the mean score of the control group. Based on the data analysis, she concluded that the use of schema activation strategy could increase students' reading comprehension.

Xiaoguang Zhao and Lei Zhu did also a research under the issue of schema theory and reading entitled *Schema Theory and College English Reading Teaching*. This study aims to expound on the schema theory, its activation and construction on college English reading class. The research shows that the application of the theory is fulfilled throughout the whole reading process by designing various activities before, during and after the reading. The results testifies the assumption that its application is beneficial to cultivate students' reading interest, quicken their reading speed and make proper judgments.

### **C. Conceptual Framework**

Comprehending an English text is important for junior high school students. It is because most of English materials are constructed by many kinds of texts. Comprehending an English text is not an easy work. It is not solely understanding the meaning of each sentence in the text. Nevertheless,



comprehension is understanding the intended meaning of a whole text delivered by the writer.

Based on observation done by the researcher in SMP N 1 Mlati, the researcher found some problems in relation to the process of teaching and learning reading. The first is that students were not interested in reading. It was seen from their behaviors during the lesson. Some students who sat on the back chatted with their friends. They also lacked of vocabulary mastery. The students seemingly felt frustrated when they were asked to read and understand an English text. They depended too much on their dictionary in understanding the text. Then, the activity in reading was also less interesting. The teacher dominated the class by explaining the material during the lesson without giving a chance to the students to express and share their ideas about the topic of the lesson. She did also not use certain strategy or media to attract the students' attention and interest. It makes them easily get bored in the reading class. Their involvement in the class was also low. The teacher ignored the importance of recalling and relating students' background knowledge with the input text. She did not give the students enough scaffolding before reading a text. As a result, students found difficulty in comprehending the text.

Students' background knowledge plays an important role in comprehending an English text. The role of the students' background knowledge in comprehending the text is mostly discussed in schema theory. Brown (2001) points out that schema theory is a theory in comprehending an

English text in which the reader brings information, knowledge, emotion, experience, and culture – that is, schemata (plural) – to the printed word. The characteristic of schema theory, with regards to reading, is that a text does not carry meaning by itself. Moreover, Zhao and Zhu (2012: 113) noted that comprehension is termed as an interactive process which works between the text and reader's background knowledge

Considering the prominence of background in the success of reading texts, the researcher tried to emphasize her study on activating background knowledge. She tried to solve the problems found by using schema activation strategy. The more the students have background knowledge related to the text, the more they efficiently interact with the text. Such activities as building interest and attention, accessing prior knowledge and exploring key words, building connection between students' prior knowledge and the new material, and comprehending the new material, are conducted in the teaching and learning process of reading. Through schema activation strategy, it is expected that the students are aware of the importance of their background knowledge for the success of comprehending English texts. They are also expected to be able to use it when comprehending English texts. The strategy is also expected to make the students have more interesting and challenging activities in reading. Moreover, it is also expected that the students' involvement in reading class is better than before.

### **CHAPTER III REASEARCH METHOD**

#### **A. Type of Research**

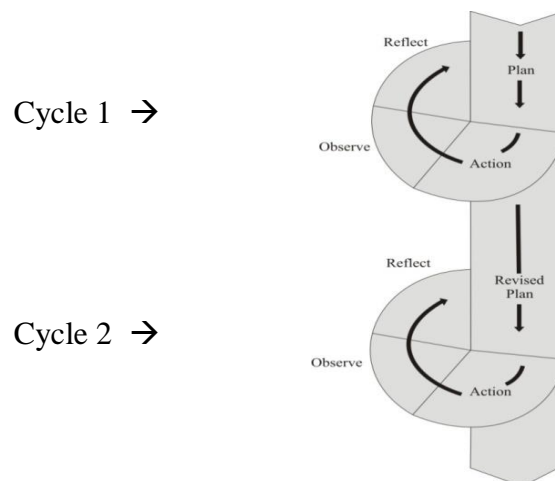
This study is conducted through action research. Carmen in Burns (2010: 5) states that action research is a reflective process that aims to solve particular teaching-learning problem that has been identified. It is also used to measure how effective the method used in helping students learns the materials. One of the main aims of action research is to identify a ‘problematic’ situation or issue that the participants – who may include teachers, students, managers, administrators, or even parents – consider worth looking into more deeply and systematically (Burns, 2010: 2).

As stated at the above paragraph that one of the main aims is to identify ‘problematic’ situations or issues, when the researcher identifies the teacher’s ways of teaching or methods, it does not mean being negative about the way of teaching. Again, the term problematic does not mean that the teacher is an incompetent teacher. The point is that, as a teacher, the researcher often sees gaps between what is actually happening in his/her teaching situation and what he/she would ideally like to see happening. It comes to the assumption that the failure of learners in learning the target language is the effect of the failure of the teacher in presenting the materials. Therefore, the teacher in this case must do a kind of self-evaluation in order to find out the solution for it. This is as what Burns (2010:2) says that action

research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching context.

According to Burns (2010: 2), the central idea of the action part of action research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even improvements in practice. Importantly, the improvements that happen in action research are ones based on information that the researcher collects systematically. In other words, the improvements are not just based on the researcher's assumption but they are based on the data or information collected by the researcher.

There are typically four broad phases in a cycle of action research, (Kemmis and Taggart in Burns, 2010: 7). They are plan, action, observe, and reflect. The first cycle may become a continuing, or *iterative*, spiral of cycles, which reoccur until the action researcher has achieved a satisfactory outcome and feels it is time to stop. This model of action research has often been illustrated through the diagram in Picture.1 to show its iterative or recursive nature.



Picture 1: Cyclical AR model based on Kemmis and McTaggart (1998)

## **B. Setting**

The research was conducted in SMP N 1 Mlati, Sleman, Yogyakarta, which is located at Tirtoadi, Mlati, Sleman. This school has twelve classes: four classes for each grade. Each class consists of about 32 to 36 students. There are four English teachers there. They are English teachers graduating from University (S1 Degree).

## **C. The Participants of the Research**

The participants are the researcher in collaboration with all research members. They are the English teacher, a colleague, and the students of grade VIII C SMP N 1 Mlati. In the action stage, the subjects of the research are simply the researcher in collaboration with English teacher and her colleague, and the students of grade VIII C SMP N 1 Mlati.

## **D. The Instruments and Data Collecting Techniques**

In this classroom action research the researcher used tests, observation, interview, and field notes to collect the data.

### **1. Class Observation**

The observation was done to get the information that was needed. The researcher collected the data by observing the class situation and condition in the teaching learning processes. The researcher and the English teacher as the collaborator did the observation. The collaborator sat in front of the classroom and noted down the class activities in the teaching and learning process. The observation results were recorded in the form of field notes.

## 2. Interview

Interview enables the data obtained in deep and complete ways. In this case, the writer interviewed the teacher and students. The goal is to get information about the teaching of English held in the classroom. She interviewed the English teacher and some students at the preliminary observation in order to get more information about the teaching. Then, in the implementation of Schema Activation Strategy, she interviewed Mrs. Ajeng as the English teacher and some students in order to get more information about the implementation done. The interview is also used to gain the opinions, responses and feedbacks from the research members before and after the implementation.

## 3. Reading Comprehension Tests

The reading comprehension tests were administered before and after the researcher conducted the actions. The reading comprehension tests were used to measure the students' reading comprehension. The tests were in the form of multiple-choice tests. They were discussed as follows.

### a. Pre-test

The researcher used pre-test and post-test to support the quantitative data. Pre-test was used to find out the students' reading ability. The researcher conducted the pre-test in the reconnaissance stage.

### b. Achievement Test I and II

Achievement test I was used to review the student' achievement after the implementation of Cycle I. The test was about the material discussed in

Cycle I. The same as achievement test I, achievement test II was also used as a review of the implementations in Cycle II.

c. Post-test

Post-test was used to find out the improvement of reading ability. The post-test was used at the end of the last cycle.

To get the validity of the tests, the researcher used content validity. The researcher used the existing concept in the current. Here, the researcher developed the test based on the basic competences and the indicators of the basic competences, which were taken from the current curriculum, the School Based Curriculum. While, to get the reliability of the tests, the researcher used the help of ITEMAN program where Cronbach's Alpha statistic was used to find the reliability of the test.

4. Field Note

The field note did not only aim to note the support data in this research but also it was used to record the teaching learning process related to the weakness and obstacles that were found in the research. In addition, the researcher and the collaborator were able to see and take a note on students' reading comprehension progress in the classroom.

**E. Data Analysis**

To analyze the data, the researcher referred to the stages of data analysis suggested by Burns (1999: 157-160). They are:

1. Assembling the data

In this step, the researcher assembled the data such as field notes, questionnaires, interview transcribes, and so on and scanned the data in a general way to show up broad patterns so that they could be compared and contrasted. Thus, the researcher could see what really occurs in the field.

2. Coding the data

After scanning the data, developing categories and codes were used to identify the data more specifically. As what Burns (1999: 157) suggests, coding the data is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types.

3. Comparing the data

Once the data have been coded, the researcher needed to see whether the patterns are repeated or developed across different data collection techniques by identifying relationships and connections between different sources of data,.

4. Building interpretations

The fourth stage was the point where the researcher should deal with a great amount of creative thinking in describing, categorizing, coding and comparing the data to make sense their meaning. It enables the researcher to come back to the data several times to pose questions, rethink the connections and develop explanations of the bigger picture underpinning the research (Burns, 1999: 159). After that, discussions with the collaborator are needed to



make it possible for the new discoveries or interpretations as well as noting down questions and thoughts that occur behind surface descriptions.

#### 5. Reporting the outcomes

The last stage of data analysis process was presenting an account of research for others. In general, the report includes the original issue or questions underlying the study, describing the research context, outlining the finding supported with the sample data, relate the finding and the context, and suggesting how the project has been fed back into practice so that it could lead to other areas for research.

### **F. Validity and Reliability**

Burns (1999: 161-162), states that there are five validity criteria that can ensure data validity of action research. The five validity criteria were discussed below.

#### 1. Democratic validity

Burns (1999: 161-162) states that democratic validity is related to stakeholders' chances to give their opinion, idea, and comment about the implication of the action research. In order to get democratic validity, the researcher interviewed English teachers, and students of SMP N 1 Mlati. In the interview, the researcher got the information after they expressed their ideas, opinion and attitudes toward the problems faced by the students of SMP N 1 Mlati. The interviews were conducted during the research ran.

## 2. Outcome validity

Outcome validity was related to the result of the actions that was successful within the research context. In this research the outcome validity were related to the improvement of students' reading comprehension under the use of schema activation strategy.

## 3. Process validity

In relation to process validity, the researcher, her colleague, and the English teacher observed the process in implementing the schema activation strategy. After that, they conducted a discussion. Through observation sheets, field notes, and interviewing the students, they were able to determine whether the process in implementing the action was successful or not. If the action was unsuccessful in solving the problems, the researcher with the collaborators revised the action and used it in the next cycle.

## 4. Catalytic validity

The researcher got the catalytic validity through the cycle of the action plans, implementation and its observation, and reflection that were done at grade eight students of SMP N 1 Mlati. Catalytic validity is related to the teacher's understanding about the factors which obstructs facilitate the teaching and learning of reading. In this research, the reseracher identified the students' behavior changes occuring during and after the actions done.

## 5. Dialogic validity

Dialogic validity means that the stakeholders can participate in the process of the research (Burns, 1999: 162). Dialogic validity was done by

doing dialogue among the researcher, the English teacher, and the students to improve the next actions. The dialogic validity was used to look for the success and weakness in the research.

In checking the validity and reliability of the data, the researcher used triangulation. The aim of triangulation was to gather multiple perspectives on the situation being studied. In this study, the researcher used time triangulation, space triangulation, and investigator triangulation.

- a. Time triangulation: it is used to check the validity of the data which is related to the changes of the processes and behaviors. That is why the implementation of the action is not only done in one cycle as the processes and the students' behaviors may change from time to time.
- b. Space triangulation: the researcher had invited the students, the English teacher, and her colleague as collaborator to participate in this study in order to ensure that the data were collected across different subgroups of people.
- c. Investigator triangulation: three observers were involved in this research. Those were the researcher herself, her colleague and the English teacher as the collaborators. This helped to avoid observer bias and provided checks on the reliability of the observations.

#### **G. Research Procedures**

To carry out the study, the researcher used the action research procedures suggested by Burns (1999: 161-162). The procedures consisted of the following steps.

## 1. Reconnaissance

Reconnaissance is used in the classroom to get information and description of students' reading comprehension in English language processes. In reference to the data of observation and interview, the researcher and the English teacher identified the existing problems related to students' reading comprehension and selected the feasible problems which were possible to be solved.

## 2. Planning

In this step, the researcher worked together with the English teacher to plan some actions to be done in English teaching and learning process based on the problems defined in the previous step. The aim of the actions was to improve the students' reading comprehension by using Schema Activation Strategy. The actions planned to be carried out were presented below.

The first was writing the items that were tested in the pre-test and post-test. In this action, the researcher formulated the test items taken from several resources such as the students' worksheet, the examination tryout, and some coursebooks.

The second was determining the topic of the text to be taught. Here, the researcher presented the topic of animals and public figures for descriptive text. For recount text, the researcher presented such topics as holidays at interesting places and health problem. Besides, the researcher also prepared the media used in the teaching and learning process such as pictures and power point presentation.

The last was determining the activities. In this step, the researcher planned some interesting activities which could encourage the students to use their ability in comprehending the reading texts. In planning the actions, the researcher worked together with the English teacher.

### 3. Action and Observation

In this step, the researcher did the actions that had been planned in the previous step (Kemmis & McTaggart in Burns (2010: 8)). The actions were done in five meetings; three meetings for Cycle I and two meetings for Cycle II. After planning the action, the researcher and the English teacher carried out the act in the classroom.

While the researcher did the actions, her collaborators took notes of the class to observe the students' behaviors during the activities. The collaborators used a checklist to observe and evaluate the events in the classroom. It was done to find problems during the class and see how effective the actions were.

### 4. Reflection

With regard to the implementation processes, the team members evaluated the result of the implementation. It was done by discussing the success of the action as problems happening in the classroom during the act based on the observation and interview.

## **CHAPTER IV FINDINGS AND DISCUSSION**

This chapter discusses the findings and discussion which refer to the efforts to improve the students' reading comprehension through schema activation strategy. They are presented in four headings: reconnaissance, the implementation of the actions, the general findings, and discussions.

### **A. Reconnaissance**

The research began with finding problems in the field. The researcher gained information about the problems of the teaching learning reading by conducting class observation. The researcher observed the situation of the English teaching and learning process in grade VII C of SMP N 1 Mlati. At that time, the researcher also conducted interviews with some students and the English teacher. The description of the English teaching and learning process could be seen in the vignette below.

Date : March 28, 2013

Place : Class VII C

Before entering the classroom, the researcher met the English teacher in the teacher room in order to make sure that the researcher was going to conduct class observation. Then, the researcher and the English teacher went to the VII C classroom. The class was noisy when the researcher was entering to the classroom.

Firstly, the teacher greeted the students. There were 32 students in the class. Then, the teacher introduced the researcher and said that today the researcher was going to observe the situation of the English teaching and learning process in grade VII C. The class was noisy, but the English teacher directly tried to make them quiet.

After that, the teacher asked the students about the homework given in the previous meeting. It was about doing exercises in the students' worksheet. Then, the teacher and the students discussed the homework. The teacher asked each student to read the question along with the answer. The students were quiet at that time.

After 30 minutes, the homework had been finished being discussed. Then, the teacher showed a simple text to the students by using LCD projector. The text was a descriptive text about the description of a school taken from Scaffolding grade VII page 87. The teacher then read the text aloud as an example. After that, she asked some students to read the text aloud based on her example. When there was a mistake in pronouncing the words, the teacher just stopped the students and corrected it directly. The teacher corrected the students' pronunciation frequently since the students' pronunciation was low.

After that, the teacher guided the students to understand the text. In guiding the students to understand the text, the teacher asked them to translate each sentence. The teacher helped the students to translate the text. She asked them if there were any difficult words. However, no student responded to her. Then the teacher asked the meaning of words such as "state, park, hall, centre, between," from the text, but no one answered her question. Then, the teacher asked them to find the meaning of those words from the dictionary. Unfortunately, many students did not bring dictionary with them. The teacher then explained the meaning of those words. However, some students on the back rows were noisy and did not pay attention to the teacher. Since the teacher just stood in front of the class and paid her attention to the students around her, she did not aware that those students on the back rows were noisy.

After the text had been translated, the teacher showed some questions related to the text. The students were asked to answer them. Then, the students wrote the all the questions and discussed the answers in pairs. Because the time was limited, the teacher gave 10 minutes for the students to write and to answer the questions. After that, the students and the teacher discussed the answers of the questions. Suddenly the bell rang. The teacher continued discussing the answers. However, no more than half of the students answered all the questions correctly. Then, the teacher ended the class.

Besides conducting the class observation and interviews with some students, the researcher also conducted a pre test to measure the students' ability in comprehending English texts.

### 1. Identification of Field Problems

A list of problems met by the students in comprehending English text by taken into account the result of interviews, class observation, and Pre-test was made. The list of the field problems could be seen in the following table.

**Table 1: Field Problems in the English Teaching and Learning Process of Grade VII C Students at SMP N 1 Mlati**

No	Field Problems	Code
1	The students made a lot of noise.	S
2	The students were not interested in the way the teacher taught.	TT
3	Students found difficulties in comprehending an English text.	S
4	Translating each sentence in the text was the activity mostly done in understanding an English text.	TT
5	Students had low vocabulary mastery.	S
6	Students' involvement in reading class was low.	S
7	The teacher seldom gave various English texts or English exposures to the students.	TT
8	The students depended too much on the dictionary in understanding an English text	S
9	Most of students were not active in the reading class. Only the clever students were active.	S
10	Pre-reading activities were ignored.	TT
11	The students' pronunciation was poor.	S
12	Teaching and learning activities were not interesting for the students.	TT
13	The students were not interested in the material given.	TT
14	The teacher dominated the class.	T
15	The teacher did not give enough chances for the students to express and share ideas about the topic of the lesson.	TT
16	The teacher seldom related the students' background knowledge to the text given.	TT

S: Student      T: Teacher      TT: Teaching Technique



## 2. Determining the Research Problems

After finding the field problems, the researcher conducted dialogic validity. Discussions with the English teacher to select the problems based on the feasibility to be solved collaboratively were conducted. Based on the discussion the problems were formulated as the table below.

Table 2: **The Feasible Problems to be Solved in the Teaching and Learning Process of Reading in Grade VII C Students**

No	Field Problems	Code
1	Students found difficulties in comprehending an English text.	S
2	Students had low vocabulary mastery.	S
3	Translating each sentence in the text was the activity mostly done in understanding an English text.	TT
4	Pre-reading activities were ignored.	TT
5	The teacher seldom related the students' background knowledge to the text given.	TT
6	Teaching and learning activities were not interesting for the students.	TT
7	Students' involvement in reading class was low.	S
8	The teacher did not give enough chance for the student to express and share ideas about the topic of the lesson.	TT

The problems above were related to each other. The process of teaching and learning reading in SMP N 1 Mlati in general, and grade VII C in detail, did not run as what the process of teaching and learning reading should be. It means that the process of teaching and learning reading did not follow the three stages of teaching reading that proposed by Brown (2001), i.e., pre reading, while reading, and post reading teacher did not ignored the role of pre reading phase. The teacher ignored the role of pre reading phase. As stated in chapter two, pre-reading phase might contain such activities as building the

students' vocabulary, recalling the students' background knowledge and relating it to the material given could be done in this phase. When the teacher did not consider pre reading phase, she might fail in building the students' vocabulary related to the topic. As a result, the students were not ready for comprehending the text. Besides, there was no activities, which could be a bridge to connect the students' background knowledge and the new knowledge in the material given.

Next, the role of media could not be neglected in the process of teaching and learning reading. The existence of media helped the students in building their interest. When the students were interested in the lesson, they felt that it is easier to understand the material. On the other hand, when the students were not interested in the material, they easily got bored with the lesson. As a result, they did not pay attention to the teacher's explanation.

Finally, all of the problems above caused the most significant problem that the researcher tries to solve. The problem is that the students found difficulties in comprehending English texts.

### **3. Determining the Actions to Solve the Field Problems**

After identifying the feasible problems to be solved, discussions with the collaborator in order to formulate some actions to overcome the problems were conducted. Having discussed and considered the limitation of the time, energy, and fund, the researcher implemented Schema Activation Strategy in improving the reading comprehension of grade VIII C students. According to

Au in Ajideh (2003: 7) and Willis (2008), Schema Activation Strategy contains into the following steps:

- a. Building interest and attention
- b. Accessing prior knowledge and exploring key words
- c. Building connection between students' prior knowledge and the new material
- d. Comprehending the new material

Those steps were chosen because they were appropriate to be implemented in the reading process just like the steps appropriate for pre reading phase recommended by Willis (2008: 132-133). The researcher also used various resources and media for supporting Schema Activation Strategy such pictures and reading texts taken from the textbooks and internet.

#### **4. The Relationship between the Field Problems and the Actions**

After the actions had been designed, the researcher related the field problems to the actions designed. The following table showed which field problems were related to the actions had been designed.

**Table 3: The Relationship between Field Problems and the Actions**

<b>No.</b>	<b>Actions</b>	<b>Problems</b>
1.	Building interest and attention	<ul style="list-style-type: none"> <li>• Teaching and learning activities were not interesting for the students.</li> <li>• Pre-reading activities were ignored.</li> </ul>
2.	Accessing prior knowledge and exploring key words	<ul style="list-style-type: none"> <li>• The students only had little chance to express ideas about the topic.</li> <li>• Students had low vocabulary mastery.</li> <li>• Students' involvement in reading class was low.</li> </ul>

(Continued)

(Continued)

No.	Actions	Problems
3.	Building connection between students' prior knowledge and the new material	<ul style="list-style-type: none"><li>• The teacher seldom related the students' background knowledge to the text given.</li></ul>
4.	Comprehending the new material	<ul style="list-style-type: none"><li>• Students found difficulties in comprehending an English text.</li><li>• Translating each sentence in the text was the activity mostly done in understanding an English text.</li></ul>

## **B. The Implementation of the Actions**

### **1. The Implementation of Cycle I**

#### **a. Planning of Cycle I**

The implementation of Schema Activation Strategy in Cycle I was decided by the teacher and the researcher. In the teaching and learning process, the researcher acted as the teacher and the English teacher as the observer. Besides, the researcher also invited her colleague to act as the second observer in order to avoid bias in observing the teaching and learning process of reading in Cycle I and to help the implementation of the actions.

In Cycle I, there were many activities which support Schema Activation Strategy. Those activities were adapted from Au in Ajideh (2003: 7) and Willis (2008: 130-133). Those activities were as follows.

#### **1) Pre-reading Phase**

- a) The teacher chooses interesting topics and presents a picture/pictures related to the topic in order to attract students, attention and interest.

- b) The teacher asks some questions to the students about the picture to build their vocabulary related to the topic and the picture.
- c) The teacher presents another picture which is related to the text given with the title of the text.
- d) The teacher asks the students to predict the content of the text based on the picture and the title of the text.
- e) The teacher asks the students to write everything they have already known about the picture and the title of the text in groups.
- f) The teacher and the students discuss what the students had written.

## 2) Reading Phase

- a) The teacher asks the students to skim the text to match their prediction with the content of the text.
- b) The teacher asks the students to read the text in depth.
- c) The teacher asks the students to make notes about the new information they find. (example: difficult words)
- d) The teacher asks the students to read the text aloud in order to check their pronunciation.
- e) The teacher and the students discuss the students' notes. (difficult words)
- f) The teacher helps the students comprehending the text by discussing the content of each paragraph.

### 3) Post-reading Phase

- a) The teacher aids the students' knowledge into a greater schema. It can be done through doing comprehension questions related to the text, drawing relationship (contrast and comparison) between their personal experiences and the material discussed by having a class discussion.

The activities above then were formulated into four steps. They were building interest and attention, accessing prior knowledge and exploring key words, building connection between students' prior knowledge and the new material, and comprehending the new material. Those steps were so called steps in schema activation strategy. The brief descriptions of each steps is as follows:

#### 1) Building interest and attention

Building interest and attention was one of the most significant activities in the teaching and learning processes in general. In teaching and learning reading, this activity became an important activity. Once the students were interested in the lesson, they felt at ease in understanding the lesson. Besides, when the students had paid their attention to the lesson, the process of teaching and learning reading ran well.

Considering the importance of building interest and attention, the researcher used several ways in this step. She chose interesting topics which were closely related to their reality, took the reading materials from many sources, and told the students about the reading goals so that they were

motivated to read the material. Besides, the researcher also used media in building the students' interest and attention. The researcher used slides, which contained some pictures and materials which were used in the lesson. The pictures were suitable for the topic and material taught. Most of the pictures were taken from the internet, but some of them were also taken from a certain textbook. In selecting the pictures, the researcher also considered how far the pictures could attract the students' interest and how far the students were familiar with the pictures. When the students were attracted and familiar with the pictures, activating the students' prior knowledge and exploring their vocabulary became easier.

## 2) Accessing prior knowledge and exploring key words

The next steps was accessing prior knowledge and exploring key words. This step was done by some ways. From the picture shown, the researcher asked the students some questions related to the picture and the topic introduced. The researcher also tried to relate the picture and the topic to the students' real life. Those questions were about what the meaning of the topic was, what the picture was, what the students have already known about the picture, and about things, which were related to the picture and the topic. According to Willis (2008: 131), these activities belong to exploring key words. The purposes of this activity were improving the students' vocabulary and preparing them before reading new materials.

### 3) Building connection between students' prior knowledge and the new material

In this step, the new material was presented. However, the students were not directly asked to read it. They were asked to predict the content of the text. It was done by presenting a new picture to the students with the title of the text. The picture was closely related to the text. The students firstly asked to look at the picture and the title. Then, they were asked some questions related to the picture. After that, the students were asked to write everything they know about the picture and the title of the text as their prediction. The students did this activity in pairs or groups in order to build their cooperation with others and to make the activity became more challenging. After that, the researcher gave the text to the students. Furthermore, the students were asked to match their prediction with the content of the text.

### 4) Comprehending the new material

Reading the text in depth became the activity in comprehending the new material. It was done to find the content of the text. While the students read the whole text, the researcher also asked the students to highlight the difficult words. Nevertheless, they were not allowed to find its meaning from the dictionary. The students were helped in finding its meaning by giving some clues. Next, doing the comprehension questions was also one of the activities done in this step.



Another activity done in this stage was aiding the students to draw relationship between personal experiences and the material or topic that has been discussed. This activity was an addition activity, which means that this activity was done when the time and situation were possible. By asking the students to describe a topic that was familiar with them, based on the text given with only limited information, the students then searched additional information got from their experience and their own knowledge. The students then drew relationship between their personal experiences and/ or knowledge and the material or topic discussed.

**b. Actions and Observations in Cycle 1**

The actions of Cycle I were implemented three times; on Monday, October 7, on Tuesday, October 8, and on Thursday, October 10. The genres of the text were Descriptive text and Recount text. The pictures used in Cycle I were selected appropriately based on the material being discussed. The pictures were about the amazing animals and favorite idols for Descriptive texts and holidays for the Recount text. The pictures used in Cycle I were as follows.

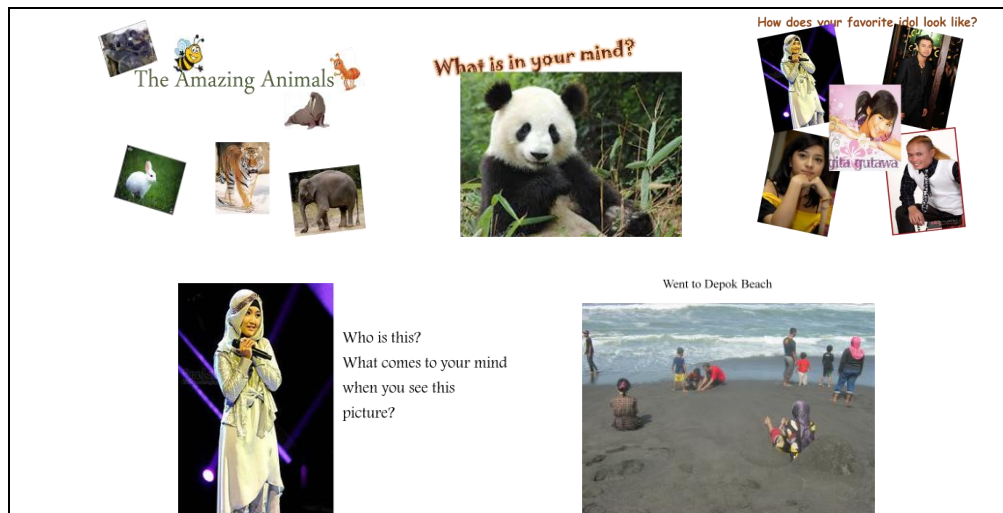


Figure I: **The pictures which are used as teaching media in Cycle I**

In this research, the researcher did the actions as the teacher. Meanwhile, the English teacher and the researcher's colleague took notes and observed the teaching and learning process. The implementations of the actions were illustrated as follows.

### 1) Meeting 1

The first action in the first meeting was building the students' interest and attention. In this step, the researcher told the students the topic of the day. The topic was closely related to their real life. The researcher selected describing amazing animals as the topic of the lesson. The students were attracted to the topic.

(4: 1)

*Kalau “describing animals” bagaimana? Apakah kalian sudah pernah belajar tentang “describing animals”? (“How about describing animal? Have you ever studied about describing animals?”). Hampir semua siswa menjawab (‘Almost all of the students replied’), “Yes Miss.” “Oh, benarkah? Kalau begitu, pernah menggambarkan hewan apa saja?” (“Oh, really? What were animals that you had ever described?”) S secara bergantian menjawab “kucing, kelinci, gajah, singa, dan lain-lain miss” (‘Some students replied, “cat, rabbit, elephant, lion, etc Miss’).*

(AP-A/ FN/7/P 129 )

In reference to the above quotation, when the researcher asked the students about describing animals, almost all of them answered the questions cohesively. They could not help mentioning kinds of animals which they had ever described. Therefore, it could be said that the students were attracted to the topic.

In building interest and attention, the researcher also used media to make the teaching learning process more interesting. The researcher chose pictures to build the students’ interest and attention.

The next step were accessing prior knowledge and exploring key words. In this step, pictures were still used as the media. In accessing prior knowledge, the researcher tried to recall students’ knowledge about the pictures. The use of pictures had a great role in this step. Some questions were asked to the students in relation to the pictures shown in the LCD projector. The students were enthusiastic in answering the questions.

Conducting Questioning and Answering session about the picture was aimed at exploring the students’ vocabulary. Although they were familiar with descriptive text about describing animals, the students still needed guidance in

building their vocabulary mastery. By using pictures, the students' background knowledge was activated. Looking at the pictures, the students, then, expressed their ideas by mentioning some words and statements related to the picture. By asking the students some questions related to the picture, the teacher helped them in exploring the students vocabulary related to the topic and the picture. While asking the students some questions related to the picture, the researcher was also writing the words mentioned by the students on the whiteboard.

The next step was building connection between students' prior knowledge and the new material. In this step, the researcher showed the students a new picture. It was a picture of a panda. The researcher chose the picture since the new text was about Panda. Then, questioning and answering session was conducted to explore the students' vocabulary about the new picture. The illustration could be seen in the Appendix A/ FN – 7/page 129.

In the third step of Schema Activation Strategy, the researcher asked the students to make predictions. The predictions may be in the form of words, phrases, and even sentences related to the picture and the title of the text. In doing that, the students were divided into some groups. Each group consisted of four to six students.

In making predictions, most of the students' predictions were in the form of words and phrases. They were enthusiastic in joining the activity. However, their predictions were limited and closely similar among the groups. It was understandable because it was the first time for the students to have

making predictions activity, especially in English subject. It could be proven from the quotation of the interview transcript below.

- (4: 2)
- R : *Apakah adik pernah diajar dengan cara seperti tadi, yang menggunakan gambar dan ada kegiatan memprediksi isi teks?*  
**(Have you ever been taught by using pictures and making predictions?)**
- S1 : *Pernah, tapi bukan Bahasa Inggris.*  
**(Yes, but it was not English subject.)**
- R : *Jadi kalau Bahasa Inggris baru pertama kali ini ya?*  
**(So, for English subject, is this the first time?)**
- S1&S2 : *Iya.*  
**(Yes)**
- (AP-B/ Int.Tran/10/P 166)

The quotation showed that the teachers had never conducted making predictions activity for English subject. It might be the cause of the students' confusion in doing the activity. That is why, the predictions between one group and the other groups were closely similar. The students tended to cooperate not only with their group but also with other groups.

After that, the texts were given to the students. They were asked to scan and skim the text in order to check their predictions. In this activity, the students had actually had some ideas and knowledge about Panda. Then, when they scanned and skimmed the text, they tried to make connection between their prior knowledge and the new material. In this step, most of the students' predictions were suitable for the text. However, most of the students' predictions were very general. The examples of the students' predictions were as follows: "from China, Panda eats bamboo, herbivorous animal, white and black color, like a doll, big animal, mammals" (Appendix A/FN – 7).

The last step was comprehending the new material. In this step, the researcher asked the students to read the text in depth. While the students read the text, they were also asked to highlight the difficult words. After they finished reading the text, the researcher then asked some students to read each paragraph aloud. This activity was purposed at checking the students' pronunciation. After finishing reading a paragraph aloud, the researcher corrected the student's pronunciation. The researcher asked the whole class to repeat the correct one. After that, the researcher and the students discussed the difficult words of each paragraph. In finding the meaning of the difficult words, the students were not allowed to find it from the dictionary. The researcher helped the students in finding the meaning of the difficult words by giving some clues. The researcher used such clue as relating the difficult words to the surrounding words. For example, when the students did not know the meaning of the word "endangered", the researcher tried to relate the word to the sentence where it came. "Pandas are included endangered species because they lost their habitats and the birth rate is very low". The researcher firstly asked the students the meaning of the clause "because they lost their habitats and the birth rate is very low". Most of the students knew the meaning of the clause. Then, they concluded the meaning of the word "endangered" from the meaning of the clause without opening their dictionary. Nevertheless, it only worked for some words. The researcher allowed the students to translate the other by opening their dictionary since it was still hard for the students to guess the meaning of those words.

In helping the students to understand the new material, the researcher asked main ideas and supporting details of each paragraph. The researcher explained and gave the example of main idea and supporting detail of the first paragraph. The researcher, then, found it easier to help the students in finding main idea of each paragraph. To ensure the students' understanding of Descriptive text about animals, the researcher then gave a new text about an elephant. The students' had expressed their knowledge about it at the very beginning of the lesson. Therefore, the students had already had the big picture of an elephant. The text was also completed with comprehension tasks. Furthermore, to aid the students in drawing relationship between their personal experiences and the material discussed in the meeting, the researcher gave another task to the students. There were a list of movies and TV series about animals, which most of the students were familiar with, completed in the comprehension tasks. The students, in groups, were asked to choose one of the movies and TV series. Then, the each group was asked to describe the movie or TV serial they had chosen based on the example given. The researcher and one of the collaborators were monitoring the students to check the improvement of their works. The students were free to ask questions to them. All of the groups had questions to be asked to the researcher and the collaborator. Most of the students' questions were about the meaning of words and the questions in comprehension tasks. Suddenly, the bell rang. The class was ended by asking the student to submit their works.

## 2) Meeting 2

In the second meeting, the actions were closely similar to the actions in the first meeting. The first action was building students' interest and attention. This was done by several ways. Firstly, the researcher told the students about the topic. The topic was about favorite idols. The topic was chosen because in describing people, it was easier for the students to describe public figures. Most students had enough background knowledge about them. The Public figures were also those who were famous nowadays. The students were interested to the topic. They also found it easier to understand a text about public figure.

(4: 3)

"Our topic today is My georgous idol. *Ada yang tahu tidak itu tentang apa?*" (**'Does anyone know what the topic is about?'**). *Sebagian besar S menjawab* (**'Most of the students replied'**) "*Tentang idola Miss*" (**'It is about idols Miss'**). "Good answer."

(Appendix A/FN – 8/page 133)

R : *Topiknya tadi bagus nggak Dik?*

(**What do you think about today's topic?**)

S2 : *Lumayan mbak.*

(**It was good enough.**)

S1 : *Kalo tentang artis kan sudah banyak tahu kita mbak, jadi lebih mudah mudeng sama teksnya juga.*

(**We have known much about artists, so it was easier for us to comprehend the text too**)

R : *Jadi kalau topiknya familiar, kalian akan lebih mudah dalam memahami teksnya ya?*

(**So, it could be said that if you were familiar with the topic, it would be easier for you to comprehend the text.**)

S1&S2: *Iya mbak*

(**Yes**)

(AP-B/ Int.Tran/11/P 167)



The quotation of the field notes showed that the students were interested in the topic of the day. When they were asked about the meaning of the topic, most of them replied the answer correctly. The quotation of the interview transcript also strengthened the statement. It showed that the students were interested in the topic. Besides, they also found it easier to understand an English text with that topic.

After the researcher introduced the topic of the lesson, she asked the students some questions related to the topic. The researcher asked them as interesting as possible. There were a lot of jokes in order to make the students comfortable with the researcher and the lesson. This activity was chosen since in the field problems, the researcher found that the English teacher rarely applied pre-reading activities. Therefore, by having this activity, the researcher tried to give the students warming up activity in order to prepare them before reading the new material.

In building interest and attention, pictures were used to make the teaching learning process more interesting. The pictures were as follows.



Figure II: The pictures which are used to build students' interest and attention in Cycle I

The use of those pictures was able to attract the students' attention. The statement was said to be reliable and valid especially in terms of democratic validity.

(4: 4)

R : *Kalau menurut kamu gimana dik pelajarannya tadi?*  
(How about you, What do you think of today's lesson?)

S2 : *Em, enak kak, menyenangkan.*  
**(Em, it was enjoyable)**

R : *Menyenangkannya di mana?*  
**(What made it enjoyable?)**

S2 : *Em, biasanya itu nggak pakai LCD dan gambarnya gitu.*  
**(The teacher did not use LCD projector and pictures usually.)**

R : *Menurutmu tadi pakai gambar lebih enak nggak dik?*  
**(Do you think using pictures is more enjoyable?)**

S2 : *Enak.*  
**(Yes)**

R : *Enaknya di mana?*  
(What made it more enjoyable?)

S2 : *Jadi lebih menarik gitu dan mudeng apa yang mau dibahas.*  
**(It is more interesting than the usual and it gives me the big picture of the lesson.)**

(AP-B/ Int.Tran/11/P 167)

The quotation of the interview transcript above showed the students enjoyed the lesson. It was because they found something new in the teaching and learning of reading. The use of LCD projector and pictures in the process of teaching reading was successful in attracting the students' attention and interest. Besides, one of the students said that by looking at the pictures, she got the big picture of the lesson.

Those pictures were also used in the next steps in the pre-reading activity. They were accessing prior knowledge and exploring key words. In accessing prior knowledge, the researcher tried to recall students' knowledge

about the pictures. The use of pictures had a great role in this step. In reference to the pictures, the students were asked some questions. The students were enthusiastic in this activity. They could not help answering the questions.

(4: 5)

*R bertanya ('R asked') "What do you see in the picture?" S secara bersahut-sahutan menjawab seperti berikut: "Artists. Sule, Fatin, Raffi Ahmad", "Sule prikitiew, mirip Hasnan", dan kelas menjadi cukup gaduh ('Such answers as Artists. Sule, Fatin, Raffi Ahmad, Sule prikitiew, he looks like Hasnan, hahaha, were made by S. It made the class noisy'). R bertanya lagi "Kalau cewek yang memakai kerudung itu siapa?" ('R asked, "Do you know the girl wearing a veil? Who is she?"). S menjawab ('S replied'), "Fatin" "Who is Fatin?" tanya R ('asked R'). "Artist, singer", "Yang nyanyi di X factor Miss" jawab S ('Artist, singer, the girl who sings in X Factor Miss, replied S'). "Apa sih yang membuat dia terkenal?" ('What makes her popular'). S menjawab seperti berikut : "Suaranya bagus Miss" "She is pemenang di X Factor" ('She has a good voice, she is the winner of X Factor, replied S').*

(AP-A/FN/8/P 134)

In reference to the quotation of the field notes above, the students were enthusiastic in answering the questions. By using pictures, the students' background knowledge was activated. Looking at the pictures, the students, then, expressed their ideas by mentioning some words and statements related to the text. By asking the students some questions related to the picture, the teacher helped them in building their vocabulary related to the text. This activity helped the students in digging out their vocabulary mastery related to the picture.

The next step was building connection between students' prior knowledge and the new material. The researcher then showed another picture. The title of the text also completed the picture. Having discussed some words

related to public figures in the previous step, the students, then, were asked to predict the content of the text by looking at the picture and the title of the text. In this step, the students made connection between their prior knowledge and the new material. The activity was still the same as the activity in the first meeting. The students' prior knowledge had been accessed in the previous steps and it was added by looking at the new picture and the title of the text. Then, the students made some predictions related to the picture and the title of the text. Once they were given the complete text or the new material, they made connection between their prediction and the content of the new text. However, the students were seemed of being confused and they could only write their predictions in the form of words and phrases. Considering the condition, the researcher allowed the students to open their dictionary in making their prediction. After several minutes, some groups were asked to present their prediction.

After that, the students and the teacher discussed the result of the students' prediction. Almost all of the students' predictions were the same. Some of them seemed happy when finding their predictions were right. On the other hand, some of them seemed to be disappointed by saying "*Yah...gak sama*", when finding that their predictions were far from the text. From that condition, it could be concluded that the students were enthusiastic in joining the activity.

The last step was comprehending the new material. The activity was still similar to the previous meeting. After checking the students' prediction,

the researcher asked the students to read the text in depth. While reading the text, they were also asked to highlight difficult words. After that, some students were asked to read each paragraph aloud. Then, the researcher asked the students about the difficult words in the paragraph. In finding the meaning of difficult words, the students were not allowed to open their dictionary. However, the researcher gave some clues to the students. For example, when the students did not know the meaning of the word “talented”, firstly the students were asked the meaning of the word “talent”. Almost all of them knew the meaning of that word. After that, the researcher gave them the next clue. The word “talented” is the adjective of “talent”. Most students did not know the meaning of Adjective, and then the researcher gave the last clue by translating the sentence “She is a young talented singer” from the text. Then, the students knew the meaning of the word “talented”.

The next activity was comprehending the text. In comprehending the text, the researcher asked the students the content of each paragraph. The students were asked the main idea of each paragraph. To make sure their understanding of the text, the teacher presented them some comprehension tasks. In answering the comprehensions tasks, most of students answered the questions correctly.

The last activity was game. The students were divided into four groups. In this step, the students had a guessing game. Each group should describe an artist and others should guess it. Each group was given a simple text about the artist. The text was different from each other. The information

from the text was very limited so that every group should add the information from their own knowledge about the public figure. The students were familiar with all of the public figures since some of them had been discussed at the early beginning of the lesson. Therefore, it was easy for them to add more information. The purpose of this activity was to connect the students background knowledge about something related and existed in their real life to the new text. Because of the limitation of the time, there was only one group which presented their description. Then, the class was ended by concluding the lesson of that day.

### **3) Meeting 3**

The third meeting was done on Thursday, October 10<sup>th</sup> 2013. In the third meeting, the actions which were done were slightly different from the actions which were done in the previous two meetings. The differences laid on the type of the text and the total of the actions. The differences mostly happened because of the limitation of the time. A Recount text is a new text type for the students. The researcher needed more time to introduce recount text. In the previous two meetings, the researcher could skip this step as descriptive text had been introduced when the students were at grade seven and the text was also used at grade eight in the first semester. Therefore, the students were very familiar with descriptive text.

The first action was building students' interest and attention. In this step, the students were asked about what they usually did on their weekends or holidays. The students' answers were written on the whiteboard. This activity

was done in order to attract the students' interest. Based on the field notes (FN – 9), the students were enthusiastic in joining this activity. While attracting the students' attention, the researcher was also checking the students' knowledge about past tense. However, no one knew about past tense.

After telling the topic of the lesson to the students, the researcher showed a picture to the students. The picture was about having holiday at Depok Beach. The picture could attract the students' attention.

(4: 6)

*Saat R menyajikan gambar, S berkomentar seperti* ('When the researcher showed the picture, **the students looked at the picture and gave some comments about the picture such as**): "*Weh, gambar apa itu?*" ('**What picture is that?**'), "*Kayaknya aku tahu deh itu di mana*" ('**I think I know the place**'), "*Oh pantai Depok, aku pernah ke sana*" ('**Oh that is Depok Beach, I have ever been there**'), *dan juga* ('**and**') "*Ombaknya dangerous di sana*" ('**The waves are very dangerous there**').

(AP-A/ FN/9/P 138)

The quotation of the field notes above indicated that most of the students were attracted to the picture. They gave their comments about the picture soon after it was shown to them. The researcher chose the picture because almost all of the students were familiar with the situation on the place. Therefore, it was easier for the researcher to activate the students' knowledge about the picture.

In accessing prior knowledge and exploring keywords, the researcher tried to recall students' knowledge about the pictures. Questioning and answering session about the picture was conducted in order to recall the students' knowledge. Such questions as "What do you see in the picture? Have you ever been there?, and What did you usually do there?", were asked to access the students' prior knowledge. This activity was also aimed at

exploring the students' vocabulary. The illustration of questioning and answering session could be seen in the Appendix A/ FN – 9, page 138.

The next step was building connection between students' prior knowledge and the new material. In this step, the researcher still did the same things as the previous two meetings. In building connection between students' prior knowledge and the new material, the researcher asked the students to predict the content of the text. Because the students had looked the title of the text and had explored their knowledge about the picture, they had known some words that were appropriate to the text. The same as the previous meetings, the predictions were in the forms of words, phrases, and sentences. However, most students still wrote their prediction in the form of words and phrases such as “sit, enjoy the scenery, dangerous waves, making sand castle”, etc. Considering this condition, the researcher allowed the students to open their dictionary in predicting the text.

After the students finished in making prediction, they were asked to skim and scan the text in order to check their prediction. The students were seemed unhappy in this time. They were disappointed to the result of their prediction. Based on the field notes (FN – 9, page 139), it was because there were many predictions which were not match for the text. It was understandable since it was a new genre for them. However, in general, the students' predictions were correct. The problem here was that most of their mistakes in making predictions was that they had not known about past tense. Because Recount text uses past tense, verbs in Recount texts are in the form of



past. There are two kinds of past verbs. They are regular and irregular verbs. In this case, the students had not known the meaning of verbs especially irregular verbs such as “went, built, saw”.

The last step was comprehending the new material. The activities done in this step were still the same as the activities done in the previous meetings. In this step, there were many difficult words found by the students. Then, the researcher gave little information about Past Tense. For example, when the students did not know the meaning of the word “smoothness”, firstly the researcher asked the students about the meaning of the word “smooth”. Almost all of them knew the meaning of that word. After that, the researcher gave them the next clue. The word “smoothness” is the noun of “smooth”. Most students, then, were able to get the meaning of the word “smoothness” without opening their dictionary. The researcher also explained to them that the suffix – ed in some verbs in the text was the past form of the verbs.

After that, the researcher explained that the text, which was studied by the students, was recount text. She explained the characteristics of recount text including the generic structure of recount text. Then, the researcher and the students continued to understand the text. Being explained the characteristics of recount text, the students were helped in comprehending the text. When the researcher asked the content of each paragraph, it was easier for the students to find it. To ensure their understanding of the text, some comprehension tasks were presented. Then, the researcher and the students discussed the answer of comprehension tasks. The students were enthusiastic in answering the tasks.

The students showed a good result in comprehension the first comprehension task. After discussing the first tasks, the bell rang. The other tasks were being discussed in the next meeting. Then, the class was ended by concluding the lesson of the day.

To support the qualitative data, the researcher conducted Achievement test I. Achievement test I was a test that assesses the students' achievements after the implementation of the Schema Activation Strategy in Cycle I. There were two kinds of genres. They were descriptive text and recount text. This test was conducted on Monday, October 14<sup>th</sup> 2013. The result of the students' achievement test I could be seen in the appendix.

### **c. Reflection of Cycle I**

After implementing Schema Activation Strategy, the researcher and the collaborators discussed the result. They reflected on the actions and found out whether the actions were successful or not. The discussion was done based on the observations in the teaching and learning process, and also opinions from the students and the English teacher. All opinions were collected from interviews. The following were the result of the discussion in reflecting on the actions that had been implemented in Cycle I.

#### **1) Building Interest and Attention**

Choosing the topics, which the students were familiar with, was effective in this step. As stated by Paulston and Bruder in Carrel (1984: 564), proficient readers must draw on their own experience in order to supply a semantic component to a message. They argue that texts with familiar settings

and even specialized low frequency vocabulary are appropriate (even though the texts may “feel” as if they are not appropriate) because they are relevant to the students’ world (and are, thus, easier to read). By asking some questions related to the topic, the students, then, paid their attention to the lesson. They were engaged to the lesson from the early beginning of the lesson. Using pictures as a media in Schema Activation Strategy was also effective in building the students’ interest and attention. Therefore, the students were interested in the topic.

(4: 7)

R : *Menurut kamu, dengan memakai gambar dan memprediksi isi teks tadi bagaimana pelajarannya?*

**(What do you think about the lesson today? In terms of using pictures and doing making predictions.)**

S1 : *Enak kak, asyik.*

**(It was enjoyable.)**

(Appendix B/ Interview Transcript 10/page 166)

*Sebelum R bertanya–tanya tentang gambar, beberapa S ada yang berkomentar tentang gambar seperti* (**‘Before R asked questions related to the pictures, some students gave some comments such as’**): *“Wah..Sule” “Itu presenter Dahyat, si Raffi Ahmad”* (**‘Wah, that is Sule, A singer of a song entitled Susis, That is Raffi Ahmad, one of the presenters in Dahsyat’**).

(AP-A/ FN /8/P 134)

The quotation of the interview transcript above showed that the students were attracted to the lesson. It was because the existence of pictures in the teaching and learning reading. Moreover, the quotation of the field notes strengthened the statement too. The students’ comments in relation to the picture shown indicated that they were attracted to the picture. Once they

were attracted to the media of the teaching and learning, it was easier for the teacher to attract and bring them to the lesson.

The effectiveness of using topics, which the students were familiar with, asking questions related to the topic, and using pictures as media in building interest and attention can be seen in the following interview transcript. This was reliable and valid, especially in terms of democratic validity.

(4: 8)

R : *Menurutmu tadi pakai gambar lebih enak nggak dik?*

**(What do you think about the use of pictures)**

S2 : *Enak.*

**(It was good.)**

R : *Enaknya di mana?*

**(What makes it good?)**

S2 : *Jadi lebih menarik gitu dan jadi tahu apa yang mau dibahas.*

**(It was more interesting and we knew what we are going to discuss.)**

(Appendix B/ Interview Transcript 11/page 168)

R : *Sekarang ganti ke topiknya, topiknya tadi bagus nggak Dik?*

**(Now, we move to the topic. Was today's topic good?)**

S1 : *Ya lumayan Miss.*

**(Yes. It was good enough.)**

R : *Bagusnya di mana? Apa karena topiknya familiar gitu, maksudnya tuh kalian sudah pernah mengalami dalam kehidupan sehari – hari kalian gitu?*

**(What makes it good? Is the topic familiar and you have experienced it?)**

S1&S2: *Iya Miss*

**(Yes.)**

S2 : *Kalau topiknya tentang liburan di pantai Depok kan aku udah pernah ngalamin, jadi tahu apa yang biasanya dilakukan, jadi lebih semangat.*

**(It makes me become more enthusiastic because I am familiar with the topic.)**

(AP-B/ Int.Tran/13/P 171)

The quotation of the interview transcript 11 showed that the use of pictures was effective to attract the students' interest and attention. They felt that the teaching and learning reading was more interesting by the use of pictures. Besides, it also made them get the big picture of the lesson. Meanwhile, the quotation of the interview transcript 13 indicated that the use of familiar topics was also effective to attract the students' attention and interest. The students felt at ease to learn a topic which they were familiar with. For the reason, they became more enthusiastic in the teaching and learning process of reading.

## 2) Accessing Prior Knowledge and Exploring Key Words

In accessing the students' prior knowledge, pictures were still used as the media. Besides, questioning and answering session about the pictures was also conducted in order to stimulate the students in accessing their prior knowledge when looking at the pictures. The pictures which were used as media in giving the students a big picture of the topic, successfully recalled the students' prior knowledge toward the topic. When the researcher asked them some questions related to the picture, the students were able to answer it correctly and enthusiastically. In reference to the language used, although the students sometimes answered it in Bahasa Indonesia, the researcher still appreciated them with praises, such as "Good, That's great, Excellent, Well done guys." The praises made were aimed at improving the students' self-confidence. Once the students' self-confidence increased, they became enthusiastic in answering the teacher's questions. Furthermore, the students

were engaged in the lesson. It was because giving praises made the students become more comfortable in joining the lesson. Praises or so called appreciation made them feel that their roles in the teaching and learning process were needed and important.

The use of pictures was also implemented to explore the students' vocabulary. This step was successfully done to help the students in digging out their vocabulary related to the picture. Questioning and answering session was also conducted in this step. The students were asked to express what they had already known about the picture. The researcher, then, wrote what the students had said about the picture.

### 3) Building Connection Between Students' Prior Knowledge and the New Material

The activities in this step were done successfully. In this step, a text was given to the students. It was chosen based on the students' literacy level and their knowledge about the topic. The text was taken from the internet, and it had been adapted in order to make it suitable for the students in terms of their literacy level and cultural background. It was in line with Hassan (2013: 240) that selecting familiar reading materials about daily life or authentic topics can activate students' background knowledge for guessing or predicting the meaning of the texts. Before the students read the text, the researcher firstly showed a picture which was closely related to the text. The picture was also completed with the title of the text. The students were asked to make some predictions about the text based on the picture and the title of the text. In

helping the students in making their prediction, the researcher, firstly, conducted questioning and answering session. This activity was successful in building connection between the students' prior knowledge and the text given. Questioning and answering session, which was conducted, stimulated the students in making prediction toward the content of the text.

(4: 9)

*"Kalau prediksi kalian bagaimana?"* ('How was your prediction?')  
*"Banyak yang benar kok Miss," jawab S ('Most of our predictions were right').* *"Menurut kalian, kenapa banyak yang benar?" tanya R ('In your opinion, what makes your predictions correct?').* Beberapa S menjawab seperti ('Some students gave such answered as'): *"Karena artisnya terkenal Miss" ('Because the artists were famous'), "Lagi in artisnya" ('the artists were up to date'), "Karena tadi di awal sudah ditanya-tanya soal Fatin, jadi tahu vocab - vocabnya" ('We were asked some questions about the artists at the beginning, so that we knew some words about them').*

(AP-A/ FN/8/P 135)

In reference to the above quotation, Questioning and Answering session about the picture and the topic of the lesson was successful in stimulating the students to make predictions toward the content of the text. The students found it easier in making prediction since they had actually had the concept of the topic. They also got words related to the topic from questioning and answering session. Once their preparation was enough to make prediction, their predictions were mostly correct.

The students were enthusiastic in making prediction activity. However, some students did not participate well in their groups. After making predictions, the students were asked to check their prediction by doing scanning the text. It was also successfully done as the students, then, was able

to decide whether their predictions were true or not and they were able to get the general content or general idea of the text.

#### 4) Comprehending the New Material

Comprehending the new material was the last activity done in each meeting. This activity was conducted to make sure that all activities before comprehending the text were successfully done. In this step, the students were asked to read deeply. While reading, they were also asked to find the new information such as difficult words. However, in finding the meaning of those words, the students were not allowed to open their dictionary. The researcher gave some clues to help them to find the meaning of those words. This activity was less successful to promote smart guessing since it only worked for some words. The students were not patient to guess the meaning of some words. Instead of guessing the meaning, they tended to ask the meaning directly.

Answering comprehension questions was one of the activities in comprehending the text. This was used to check whether the students had understood the whole text or not. The comprehension questions were used as the indication to see the success of the strategy applied in Cycle I.

The activities such as Guessing games which were done after discussing the answers questions related to the text, were good enough to be implemented. They were implemented in the first and second meetings in Cycle I. The students were interested and attracted to the activities since the activities were enjoyable. However, the activities were not successful



implemented. Meaning that those activities could not be implemented well. It was because the activities needed plenty of time while the time available was limited. As a result, the researcher and the students could not finish the activities. Therefore, those activities were not implemented in Cycle II.

#### **d. Summary of Cycle I**

From the implementation of schema activation strategy in Cycle I, there were some actions that were successful and unsuccessful. The successful actions were discussed as follows.

- 1) Building interest and attention was successful because the students became more interested in the lesson after they were given some activities which were able to engage them to the lesson. The students paid their attention more to the lesson since at the beginning they were asked some easy questions about the topic of the day as the warming up. They were also presented pictures which were related to the material. Those activities increased their curiosity about the lesson because they had never been taught in that way.
- 2) Accessing prior knowledge and exploring key words were done successfully in general. The students were able to answer the researcher's questions related to the text although in Bahasa Indonesia. In exploring key words, they were also able to express their idea by telling what they had already know related to the picture. The students were able to mention many English words related to the picture given.

- 3) Building connection between the students' prior knowledge and the new material was successful enough since the students were able to use their prior knowledge to predict the content of the text through its picture and title. They could also do scanning the text in order to check whether their prediction was true or false.
- 4) Comprehending the new material as the last step was quite successful. The students could do the comprehension tasks well.

**e. Summary of Reflection of the Implementation in Cycle I**

The implementation of using Schema Activation Strategy can be summarized through the following table.

**Table 4: Result of the Reflection in Cycle I**

<b>Components</b>	<b>Result in the reflections</b>	<b>Conclusion of the action</b>	<b>Recommendation for Cycle II</b>
Building interest and attention	The students were more interested in the lesson as the researcher chose a topic which were closely related to the students' real life, did a warming up activity by asking some questions related to the topic, used pictures, and made some jokes in order to build the students' interest and attention.	The activities in building interest and attention by using pictures and real life topic were continued in Cycle II with improvement.	The color of the picture should be more colorful so that it would be clearer when shown in the LCD projector. The pictures should also be varied. The topic should be more varied, especially for recount text. The students should be taken care more distinctly.

(continued)

(continued)

<b>Components</b>	<b>Result in the reflections</b>	<b>Conclusion of the action</b>	<b>Recommendation for Cycle II</b>
Accessing prior knowledge and exploring key words	The students were able to access their previous knowledge by the help of picture and question answer session. The students' involvement in exploring vocabulary related to the picture and topic was improved.	The activities in accessing prior knowledge and exploring key words were used in Cycle II with improvement	The researcher should explore the picture deeper. The activity in exploring key words should be more varied. It could be added by doing games.
Building connection between the students' prior knowledge and the new material	The students were able to use their previous knowledge to predict the content of the text given. However, in working in groups, some of the students did not participate well.	The activities in building connection between the students' prior knowledge and the new material were continued in Cycle II with improvement.	The activities in this step were already well. However, in making prediction activity, it should be better for students to do the activity in pairs.
Comprehending the new material	The students could do the comprehension tasks well although there were always questions asked related to the meaning of some words.	The activities in comprehending the new material were continued in Cycle II with improvement.	The tasks in comprehending the new text were already good. The researcher could use it again in Cycle II.

## **2. Implementation of Cycle II**

The implementation of actions in Cycle II was not much different from the implementation of the actions in Cycle I. The descriptions of the steps in Cycle II were described as follows.

#### **a. Planning of Cycle II**

Based on findings in Cycle I, some discussions were made between the researcher and the collaborator to make some plans to solve the problems which still existed during the implementation of the actions. The researcher and the collaborator decided to use similar actions to solve the problems. Those actions included building interest and attention, accessing prior knowledge and exploring key words, building connection between students' prior knowledge and the new material, and comprehending the new material. However, there were some additions activities to support the success of comprehending an English text. To support accessing the students' prior knowledge, the researcher presented a variety of pictures so that the students could explore the picture deeply. Furthermore, in exploring key words, the researcher conducted a vocabulary game in order to make the activity more challenging and interesting. Being more interested in the lesson, the students, then, were more motivated in the process of teaching and learning reading. The descriptions of the actions implemented in Cycle II were as follows.

##### **1) Building Interest and Attention**

In building interest and attention in Cycle I, the researcher used pictures as the media. The pictures were good enough at the first and the second meetings. However, in the third meeting, the picture was only one. It was also not clear in terms of the layout. Based on the interview, the students needed more pictures and clearer pictures. Therefore, the researcher used pictures as the media in Cycle II. However, the pictures were bigger, clearer

and more attractive than in Cycle I, especially for recount text. In relation to the topic, in Cycle I the researcher chose topics which the students were familiar with. However, the English teacher suggested to chose topics which the students were familiar with but they were new for the students. Meaning that, in Cycle II, topics which were closely related to the students' real life, but they have not ever been used before, were chosen. This statement was implied in Appendix B, Interview Transcript 12, page 169.

#### 2) Accessing Prior Knowledge and Exploring Key Words

The implementation of accessing prior knowledge and exploring key words through the use of pictures in Cycle I was successful. However, it was necessary to be improved in Cycle II. The researcher planned to explore the picture more deeply. The researcher also conducted vocabulary game to explore key words. The game conducted was intended to improve the students' vocabulary related to the topic and to make the lesson became enjoyable.

#### 3) Building Connection between the Students' Prior Knowledge and the New Material

The activities in this step were successfully done. The researcher and the English teacher decided to use it again in Cycle II. However, the students did not work in big groups to anticipate the passive students.

#### 4) Comprehending the New Material

Based on the observation done in Cycle I, the researcher decided to implement this action again in Cycle II except the activity done after

answering comprehension questions. The activity was only implemented in the first and second meetings in Cycle I. The students were interested and attracted to the activity since the activity was enjoyable. However, the activity was not successful implemented as it needed much time for doing the activity, and the time available was limited. As a result, the researcher and the students could not finish the activity. Therefore, the activity were not implemented in Cycle II.

#### **b. Action and Observation in Cycle II**

The actions of Cycle II were implemented twice, on Thursday, October 17, on Tuesday, October 22. The genre of the text was only Recount text. The media used was pictures. The pictures used in Cycle II could be seen as follows.



**Figure III: The pictures which were used as teaching media in Cycle II**

The same as in Cycle I, the pictures above were presented in front of the class by using LCD projector so that all of the students could see the

pictures clearly. The topics in Cycle II were camping and feeling unwell. The students were presented recount texts followed by comprehension questions. The same as in Cycle I, the researcher took the actions as the teacher in the classroom while the English teacher and the researcher's colleague took notes and observed the teaching and learning process.

The implementations of the actions were illustrated as follows.

### **1) Meeting I**

In the first meeting in Cycle II, the first action was building students' interest and attention. The activities in this step were still the same as the activities in Cycle I.

Firstly, the topic was introduced. The topic of the day was *camping*. The researcher chose the topic because it was rarely been used. Besides, the English teacher said that the researcher should have varied topics. For the English teacher's statement, it could be concluded that she wanted the researcher to have a new topic instead of having a topic about holiday. Camping could be said as a new one for students since teachers rarely chose the topic for recount text. It was closely related to the students' real life since they had experienced the thing when they were in grade seven. Therefore, it could be said that the students were familiar with the term camping. The students were interested in the topic. They were attracted to the lesson when the researcher told them the topic. The students could not help answering the researcher's questions at the very beginning of the lesson.

(4: 10)

*R bertanya, “Apakah kalian pernah camping?”* (**R asked, “Have you ever been camping?”**). *Sebagian besar S menjawab* (**Most of the students replied**), **“Yes Miss”**, *“When kelas VII”* (**“When were we at grade VII”**) *“Di mana campingnya?” tanya R* (*Where was the location?, asked R*). *S secara serempak menjawab, “Di Kaliurang Miss”* (**“In Kaliurang Miss” answered S**). *Kemudian R bertanya* (*R asked*), **“How was the camping? Was it enjoyable, challenging, or interesting?”** *S secara bersahut-sahutan menjawab* *“Of course Miss, very enjoyable”, “Pokoknya seru deh Miss”* (**“Of course Miss, it was very enjoyable, replied S”**).

(AP-A/ FN/11/P 143)

The quotation of the field notes above indicated that the students were interested in the topic. When they were asked questions related to the term “camping”, they were enthusiastic in answering those questions. It was because the students were familiar with the topic and they had experiences about camping. As a result, the students felt at ease in answering those questions.

Then, the researcher asked the students more questions related to the topic. The students were asked such questions as “What do you usually need in camping? What do you usually do in camping?” In asking the questions, sometimes, the researcher made some jokes in order to break the ice. Besides, the researcher wanted to get the students’ attention from the very beginning of the lesson since the students were considered as noisy students in comparison to the students from other classes. Therefore, the researcher needed to get the students’ attention in order to make the teaching learning process to be successful.



The same as in Cycle I, in this meeting, the researcher used slides which contained some pictures as the media of Schema Activation Strategy. However, the pictures in Cycle II were clearer, more varied, and more detail in comparison to the pictures in Cycle I. Besides, the pictures were closely related to the text. They contained some activities which mostly appeared in the text. It was different from the picture for recount text in Cycle I. The picture was less clear since the size was not big. Besides, the activities appeared the pictures were very limited so that the students could not explore the picture deeply. The use of pictures in Cycle II made the teaching learning process became more interesting. The picture could be seen below.



Figure IV: **The picture which is used to build students' interest and attention in cycle II**

In accessing prior knowledge and exploring keywords, the researcher still used a picture as a media. By asking some questions related to the picture, the researcher stimulated the students to access their previous knowledge about the topic. Besides, she also asked questions about the students' experiences related to the picture. They were asked such questions as: "What do you see in the picture, What is *tenda* in English? What is *api unggun* in

English? What did you usually do when you arrived at the campsite?” The students were very enthusiastic in answering those questions. However, the class became noisy at the time because almost all of the students tried to answer the questions at the same time. In answering the questions, the students used mixing language, English and Bahasa Indonesia. The researcher along with the students tried to explore the picture deeply. They discussed the picture in detail. In Cycle II, discussing the detail of the picture had a bigger portion than in Cycle I.

The next activity was exploring keywords. Still the same as in Cycle I, the researcher used the picture as the media in exploring keywords. However, in this step, the researcher made an improvement. The researcher conducted a vocabulary game to improve the students’ engagement and the students’ vocabulary related to the topic of the day. It was also aimed at making the teaching and learning reading became enjoyable. In this activity, the students were divided into four groups based on the rows in the class. After that, each group was asked to think of words and/or things related to the picture and the topic as many as possible. Then they were invited to come in front of the class randomly so that all of the groups had to get ready. Each group was given five chances. In each chance, each group had to write two words/things related to the picture and the topic. Other groups were not allowed to write the words or the synonym of the words which had been written by other groups. After that, the researcher and the students discussed the words that had been written. The researcher corrected the spelling and checked whether those words were

related to the term camping or not. Besides, she also checked whether the words written by a group were similar to the words written by other groups or not. The group, which made mistakes more than other groups, were punished by singing an English song and dancing. The students were enthusiastic in joining this activity. They felt that the activity was challenging so that they could explore many words related to the term camping.

(4: 11)

C : *Kalau gamenya tadi gimana Dik?*

**(What do you think about the game?)**

S2 : *Ya menyenangkan.*

**(It was enjoyable)**

S1 : *Jos pokoke mbak.*

**(It was good.)**

R : *Asyik dan josnya di mana?*

**(What makes it enjoyable and good?)**

S1 : *Ya asyik karena bisa berkompetisi sama tim yang lain, jadi lebih semangat.*

**(Because we could compete with other groups and it made me got spirited in joining the lesson.)**

R : *Jadi lebih tertantang untuk menuliskan kosa kata yang berhubungan sama gambar dan temanya tadi nggak?*

**(Did it make you become more challenged in writing the words related to the topic and the pictures?)**

S1 : *Oh, ya jelas mbak. Apalagi kan tadi nggak boleh nulis kata yang sama, jadinya mikirnya lebih banyak mbak, nggak mau sampai kalah lah.*

**(Yes, of course. Furthermore, we were not allowed to write the same words as the other teams, so it made me think harder.)**

(AP-B/ Int.Tran/15/P 174)

The quotation of the interview transcript above showed that the game was effective to explore the students' vocabulary related to the topic. By conducting vocabulary game, there were two benefits for the students. Firstly, the activity became more interesting and challenging. Secondly, because the game was a competition, the students were challenged to explore their

vocabulary deeply. Students from one group competed with the students from other groups. No one wanted to be the loser. As a result, the students thought harder and could write many words related to the topic.

The next activity was building connection between the students' prior knowledge and the new material. The activities were still the same as the activities in Cycle I. The students were asked to predict the content of the text by looking at the picture showed and the title of the text. In this session, the students had to present the predictions orally and quickly. They were asked some questions related to the picture. The questions helped the students in predicting the content of the text. Those questions were aimed at stimulating the students in making predictions. Such questions as "What are the people doing in the picture? What is in your mind when you look at the word *camping*? What you usually did when you were camping?" were asked to the students for starting the prediction. The predicting session was only held in a short time. In this step, the students predicted the activities which were usually done in camping. They combined their prediction by observing the activities in the picture and also their experiences when they were camping.

Then, the researcher gave the text to the students. In checking the prediction, the activity was rather different from the activity in Cycle I. In this step, the researcher together with the students checked the prediction. Since the students' predictions were written on the whiteboard, it was easier for the them to know which prediction was correct and which was not.

A discussion was conducted in checking the predictions. All of the students' predictions were right. Based on the interview transcript, it was because the picture was so attractive and it described the activities in camping clearly. Furthermore, the questions answers sessions, which were done previously, helped the students much in predicting the text. As a result, it was easier for the students to predict the content of the text based on the picture and the title.

(4: 12)

R : *Menurut kalian, gambarnya tadi cocok nggak sama teksnya?*

**(Do you think that the pictures were matched to the text?)**

S2 : *Cocok banget mbak.*

**(Yes)**

R : *Jadi lebih gampang nggak melakukan prediksinya?*

**(Do you mean it help you in making prediction?)**

S2 : *Iya, soalnya gambarnya jelas dan sudah tahu banyak kosa kata pas tanya jawab tentang gambar dan di game.*

**(Yes, because the pictures were clear and we had known some words related to the topic when doing questions answers session and playing the game.)**

(AP-B/ Int.Tran/15/P 175)

The quotation above shows that the use of pictures helped the students make predictions. They found it easier to predict the content of the text because of their knowledge about the topic and the use of the picture. Furthermore, questioning and answering session done in the previous step also helped the students in this activity. By asking questions about the picture and topic, the researcher was successful to explore the students' vocabulary. As a result, they had enough information and knowledge about the topic and those were very useful in assisting them to make prediction.

The last step was comprehending the new material. The activities done in this step were similar to the activities done in Cycle I. Reading the text aloud and discussing the meaning of difficult words were also done in this step. The students were commonly familiar with the words in the text. It was because those words had mostly been discussed in the previous activities. However, there were still some words which were difficult for the students. One of them was the word “independent”. To explain the definition of the word, the researcher did not give its meaning in Bahasa Indonesia directly. However, the researcher gave some clues in order to stimulate the students to find its meaning. For example, the researcher gave the following clues to define the word independent. The researcher asked the students to look at the full sentence from which the word independent came. Then, the researcher asked the meaning of the sentence. When the students had not found the meaning of the word, the researcher said, “Based on the text, when the writer camped, they lived at the outdoor for three days right. There, they prepared their meals, washed their clothes by themselves. It means that the writer learned to be the one who did her needs by themselves, so what is independent in Bahasa Indonesia?” From the clues and explanation given, some students could predict the meaning of the word “independent”. This was done to raise the students’ active thinking in finding the meaning of certain words by themselves.

After discussing the meaning of difficult words, the students were guided to understand the content the whole text. It was done by asking them

the content of each paragraph. When the students made mistake in stating the content of each paragraph, the researcher and the students had a discussion to find the mistake and find the correct one. This activity was successful to make the students understand the content of the text.

After that, some comprehension tasks were presented. The tasks were about finding the meaning of some words in the text and answering some questions related to the text. Based on the field note (FN - 11), the students' result of the tasks was good enough.

## 2) Meeting II

The first action was building students' interest and attention. The topic of the second meeting in Cycle II was about Feeling not well. When the it was introduced, most students only kept silent. It was because some of them did not know the meaning of the topic. However, after the researcher explained the meaning of the topic, the students were attracted by mentioning many kinds of health problems. The students felt that it was interesting to learn something new.

(4: 13)

R : *Kalau topiknya tadi gimana Dik?*

**(What do you think about the topic?)**

S1 : *Lumayan bagus mbak.*

**(It was good enough.)**

R : *Kalau kamu Dik? Gimana hayo?*

**(What about you?)**

S2 : *Ya menarik mbak karena topiknya tuh baru tapi berhubungan banget sama kehidupan sehari – hari.*

**(The topic was good because it was new for us but it was closely related to our daily life.)**

(AP-B/ Int.Tran/16/P 177)

The quotation of the interview transcript showed that the students were interested to the topic of the lesson. It was belonged to be a new topic for them, especially in English subject. Although it was new for them, that topic was closely related to their real life. The students felt that it was interesting to learn something that is new but closely related to their life.

In order to attract the students' interest and to get the students' attention more, the researcher conducted questioning and answering session. Such questions as "Have you ever been in sickness? What kind of sickness? Do you know how to mention those sicknesses in English?" were used by the researcher. When asking to mention kinds of sicknesses, most of students mention the kinds of health problems in Indonesian term. They did not know much about the term in English. Then, the researcher gave them the terms used to mention some diseases in English.

Still the same as in Cycle I, the researcher used pictures in building the students' interest and attention. The researcher presented a slide which contained some pictures. The pictures were about three girls and a boy who were not feeling well. They had cough, fever, and cold.

In accessing prior knowledge and exploring keywords, pictures were used as the media. The use of pictures could activate the students' prior knowledge in relation to the topic of the lesson. Besides, some questions which were asked to the students, helped the researcher stimulate the students to access their prior knowledge about the topic. The questions asked by the researcher could be seen in Appendix A/ FN – 12.



Questioning and Answering session was also conducted to explore the students' vocabulary in reference to the topic. The researcher wrote some new words discussed in questioning and answering session on the whiteboard, so that the students could easier look at those words.

The next step was building connection between the students' prior knowledge and the new material. Making prediction was still conducted in this step. Most of the students' predictions were matched to the text given. Based on the quotation of the field note (FN - 12), the use of pictures made predicting session easier for the students.

(4: 14)

“So, how is your prediction? How many predictions which are true?” *tanya R* (‘asked R’). *Kemudian S menjawab* (‘S then replied’), “Many Miss.” “*Iya Miss, banyak yang sesuai sama gambarnya yang tadi*” (‘The text was closely related to the picture which is shown previously’), *tambah seorang S* (‘added S’). “So, it can be said that the use of pictures really helped you in making prediction right?” *jelas R* (‘asked R’). “Yes Miss. Gambarnya membantu, jadi lebih gampang,” *jawab S kompak* (‘The pictures were helpful in making prediction activity, replied S’).

(AP-A/ FN/12/P149)

In reference to the quotation of the field note above, the students were helped by the use of pictures in making predictions. Furthermore, the questioning and answering sessions done in the previous steps had also big roles in making the students felt at ease in the lesson.

The last step was comprehending the text. The students were asked to do comprehension tasks in order to make sure their comprehension to the text. The students' results in comprehension tasks were good. There were only few mistakes made by the students in doing the comprehensions tasks. Based on

the interview transcript it was because the activities done before comprehending the text.

(4: 15)

R : *Menurut kalian, memahami teksnya tadi mudah atau tidak?*  
(Do you think that the text is easy to be comprehended?)

S1 : *Ya lumayan mudah mbak.*

**(Yes)**

S2 : *Iya, apalagi tadi bahasnya per paragraf, jadi lebih dong gitu.*  
**(Moreover, we discussed the content of each paragraph, so we could understand more)**

S1 : *Iya, vocab – vocabnya juga sudah banyak yang dibahas, jadi lebih mudah pahamnya.*

**(That's right. Besides, we discussed the words related to the text previously, so the text became easier to be understood)**

(AP-B/ Int.Tran/16/P 177)

In reference to the above quotation, such things as questioning and answering sessions and the use of pictures took a great role in helping the students in comprehending the texts. Furthermore, the activity in comprehending the text, that was discussing the content of each paragraph, took also an important role in helping the students to comprehend the text.

To support the qualitative data, the researcher conducted an Achievement Test II and a post-test. The achievement test II was conducted in the second meeting of Cycle II since there were only ten multiple choices questions. Meanwhile, the post-test was done on Thursday, October, 24. The result of the students' achievement test II and post-test in Cycle II could be seen in the Appendix G page 249.

### **c. Reflection of Cycle II**

After implementing the actions in Cycle II, the results were discussed with the English teacher. The reflection of each action was described as follows.

#### **1) Building Interest and Attention**

Based on filed note (FN - 11) and interview transcript 16, it could be concluded that the topics selected in Cycle II could attract the students' interest and attention. The students were enthusiastic in the lesson. The use of bigger, clearer, and more attractive pictures was also successful in improving the students' interest and attention to the lesson. The students were more interested in the lesson because of the use of variety and attractive pictures. The students paid their attention more soon after the researcher showed the picture. They also gave their comments about the pictures soon after they were showed. This was good as when the students were interested in the lesson, it made them understand the material easier. These conclusion were reliable and valid, especially democratic validity, process validity, and outcome validity.

In addition, one of the students, which was interviewed, stated that the topics selected could attract his interest in the lesson. It could also increase his motivation toward the lesson. The use of those topics could raise his thought that the lesson was interesting and easy for him since it was closely related to his life.

**He said, “The topic was interesting because it was new but we experienced it in our real life.” (Interview transcript 16, page 177)**

Based on the statements above, it could be concluded that the use of attractive pictures and familiar topics could improve the students' interest and attention. The finding was in line with Willis (2008: 130) that big picture can serve to prompt prior knowledge, stimulate personal interest, demonstrate real world value to reading, and guide students to develop personal goals.

## **2) Accessing Prior Knowledge and Exploring Key Words**

Based on data in the field note (FN - 11), the implementation of accessing prior knowledge and exploring key words was successful. In accessing prior knowledge, pictures were used as the media. The researcher also conducted questioning and answering session in order to stimulate the students in accessing their prior knowledge. The questions answers session was also successfully conducted in exploring key words. As stated by Zhao and Zhu (2012: 114), question strategically is one of the best methods that can activate students' background knowledge and arouse their interest and curiosity. Through questioning at the pre-reading stage, teachers can create the active classroom atmosphere and arouse students' reading interest, which makes students prone to use their previous knowledge. Moreover, in exploring key words, the researcher also applied vocabulary game. It was successful to force the students in exploring words related to the topic. In this activity, the students were forced to think as many as possible words related to the topic. As a result, the students' vocabulary about the topics improved. The use of the

game also made this step become more interesting. The students were enthusiastic in joining the game. **One of the students said,**

**“The game was fun and it made me enthusiastic in joining the game.”  
(Interview transcript 15, page 174)**

### 3) Building Connection between the Students’ Prior Knowledge and the New Material

Based on the field note (FN – 11 and FN – 12), it could be concluded that building connection between the students’ prior knowledge and the new material was successfully done. In this step, the researcher conducted some activities. The activities were presenting new slide, which contained pictures describing the content of the text assisted with the title of the text, conducting questioning and answering session toward the title of the text and the pictures showed, predicting the content of the text and scanning the content of the text in order to match the students’ predictions. Those activities were successfully done in this step. The students were actively involved in those activities (FN - 12). Those activities were successful to facilitate the students to connect their prior knowledge and the new material. Based on the field note (FN - 12), the students were helped in predicting the content of the text through the use pictures and the title showed. **Moreover, one of the students said that:**

**Predicting the content of the text by looking at the pictures and the title of the text made her easier in understanding the text. (Interview transcript 16, page 176)**

### 4) Comprehending the New Material

In this step, the students were helped in understanding the content of the text by finding the main idea of each paragraph. The students said that

discussing the content of each paragraph made them understand the text easier. Moreover, the students also did some comprehension tasks related to the text. Based on the field note (FN – 11 and FN - 12), the students could do those tasks well. After doing some steps in schema activation strategy, the students felt that it was easier for them in doing reading comprehension tasks.

Moreover, based on the scores in achievement test II and post-test, it could be concluded that most of the students made some improvement, in terms of their scores, in comparison to their scores in achievement test I done in Cycle I.

#### **d. Summary of Cycle II**

From the implementation of schema activation strategy in Cycle I, there were some actions that were successful and unsuccessful. The successful actions were discussed as follows.

- 1) Building interest and attention was successfully done. The use of new but familiar topics, attractive pictures, and initial questions answers session were able to improve the students' interest and attention.
- 2) Accessing prior knowledge and exploring key words were also successfully done. Asking questions related to the topic and pictures helped the researcher in stimulating the students to access their prior knowledge. Conducting vocabulary game was also successfully done in this step. The game could help the students both, to access their prior knowledge and to improve their vocabulary related to the topic.

Moreover, this activity was enjoyable, so that the students joined the activity enthusiastically and actively.

- 3) Building connection between the students' prior knowledge and the new material was successful. Conducting questioning and answering session, predicting the content of the text through the pictures and the title of the text, and scanning the text to check the students' predictions were main activities done in helping the students to build connection between their prior knowledge and the new material. Those activities were successful in connecting the students' prior knowledge to the English texts given.
- 4) Comprehending the new material was done by helping the students to find the main idea of each paragraph and doing some tasks related to the text given. As the students could do the tasks well, it could be said that they were successful in comprehending the new material.

### **C. General Findings**

Considering the findings in Cycle II that all actions were successfully done at improving the students' reading comprehension, the researcher and the collaborator agreed to end the research in this cycle. The summary of the students' improvement in teaching and learning process of reading during the implementation of Cycle I and Cycle II could be seen in the following table.

**Table 5: The Summary of the Students' Improvement in Teaching and Learning Process of Reading during the Implementation of Cycle I and Cycle II**

<b>Before the Actions</b>	<b>After Cycle I</b>	<b>After Cycle II</b>
Students had low vocabulary mastery.	Students' could explore many words related to the topic.	Students' vocabulary related to the topic was richer than before.
Students were not interested in the activities in the teaching and learning process of reading.	The activities in the teaching and learning reading were varied, so that it could attract the students' interest and attention to the lesson.	The activities in the teaching and learning reading were challenging and varied, so that the students' interest and attention to the lesson improved.
The pre-reading activities were ignored	There were many activities in pre reading stages, so that those activities could help the students to access their prior knowledge and connect it to the new material.	The activities in pre-reading stage was improved, e.g., by conducting vocabulary game. It could create an enjoyable lesson. It was also more effective in activating the students' schema.
There was no teaching media in the process of teaching and learning reading.	The process of teaching and learning reading used slides, which contained pictures as the media.	The process of teaching and learning reading used slides which contained pictures as the media. However, the pictures were more attractive and varied in comparison to the pictures in Cycle I.
The teacher did not give enough chance for the student to express and share ideas about the topic of the lesson.	Questioning and answering session about the topic of the lesson gave the students more chances to share and express their ideas. The students were enthusiastic in answering the researcher's questions related to the topic.	Students were accustomed to express and share their ideas about the lesson soon after the researcher told the topic of the lesson.

(continued)



(continued)

<b>Before the Actions</b>	<b>After Cycle I</b>	<b>After Cycle II</b>
The teacher seldom related the students' background knowledge to the text given.	Asking questions about the students' experiences related to the topic which was helped by the availability of pictures, was done to relate the students' background knowledge to the text given.	The use of attractive pictures, which were closely related to the topic and the text, asking questions about the students' experiences related to the topic, helped the students to relate their background knowledge to the text given.
Translating each sentence in the text was the activity mostly done in understanding an English text.	Such activities as finding the general idea of each paragraph, guessing the meaning of difficult words, helped the students to understand the text.	The students found it easier to understand the text by finding the main idea of each paragraph. The students' ability in finding the general idea of a paragraph improved.
The students found difficulties in comprehending English texts.	The students felt at ease in comprehending the text.	The students felt at ease in comprehending the text. The mistakes in doing the comprehensions tasks were lesser than before.
The students' involvement in reading class was low.	The students were actively joining the lesson. However, some of them made noises and did not participate well in their groups.	The students were enthusiastic joining the lesson. They showed better involvement in each activity done during the process of teaching and learning reading. The students who made noises during the lesson were lesser than before.

To support the qualitative data, the researcher conducted some tests in order to measure the improvement of students' reading comprehension. The tests were pre-test, that was conducted on Thursday, September 26<sup>th</sup> 2013, achievement test I, that was conducted on Monday, October 10<sup>th</sup> 2013,

achievement test II, that was conducted on Tuesday, October 22<sup>nd</sup> 2013, and post-test that was conducted on Thursday, October 24<sup>th</sup> 2013. The summary of the students' results on the tests could be seen in the following table.

**Table 6: The Summary of the Students' Results on the Four Tests**

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre test	30	4.00	6.50	5.0500	0.63109
Post test	30	4.66	7.66	6.3077	0.61185
Achievement test I	30	5.00	9.00	7.0323	1.01600
Achievement test II	30	6.00	9.00	7.7667	0.77385
Valid N (listwise)	30				

Based on the table above, the students' mean scores in achievement test II was higher than the students' mean scores in achievement test I. The students' mean scores in post-test was also higher than the students' mean scores in pre-test. From the result, it could be concluded that the students' reading scores improved from pre-test to post-test and from achievement test I to achievement test II.

Furthermore, the standard deviation in post-test was lower than the standard deviation in pre-test. As said by Burns (2010: 128) that the SD (standard deviation) tells you how each score deviates on average from the mean. Because the SD averages things in this way, it is more accurate than the range in showing how scores are spread out, and if there are any outliers, their effects are minimized. From the statement, it could be concluded that the students' reading scores were homogenous. There were no outliers or extreme

scores in both pre test and post-test. Moreover, in comparison to the standard deviation in achievement test I, the standard deviation in achievement test II was lower. It could also be said that the students' reading scores were more homogenous. From the reasons above, it could be concluded that there was a significant improvement in the students' reading comprehension after the implementation of the action, i.e. using schema activation strategy.

#### **D. Discussion**

The research focused on improving the students' comprehension using Schema Activation Strategy. There were some steps for implementing the strategy in the research. They were building interest and attention, accessing prior knowledge and exploring key words, building connection between students' prior knowledge and the new material, and comprehending the new material. This strategy was implemented both in Cycle I and Cycle II. The findings of the research showed that Schema Activation Strategy was successful in improving the students' reading comprehension. The discussion of the findings was written as the following.

In the first step of Schema Activation Strategy, building interest and attention, the researcher used pictures as the media, and familiar topics. Based on the findings, the use of pictures as the media in building the students' interest and attention was successful in making the students to be interested in the lesson. It is in line with Willis (2008: 130). Furthermore, the use of familiar topic in each meeting was also successful in attracting the students toward the lesson. This finding was in line with Hassan (2013: 240).

The next step was accessing prior knowledge and exploring key words. Pictures were still used as the media. The researcher showed the picture and asked some questions related to the picture. Questioning and answering session about the picture was effective to recall the students' prior knowledge toward the topic. This finding was in line with Keene and Zimmermann in Moreillon (2007: 21). Through the pictures, the students were asked to write and mention words related to the picture. This was successful in helping the students to explore their vocabulary related to the topic, as stated by William in Al-Issa (2006: 44).

The third step was building connection between the students' prior knowledge and the new material. In this step, to make the students have awareness about the importance of relating their prior knowledge to the new material, the researcher asked the students predict the text by looking at the title of the text and the pictures related to the text. The activity was successful in making the students to use their prior knowledge in order to predict the content of the text.

The last step was comprehending the new material. During the process of reading, the students read the text and connected it with their background knowledge. They were asked to find the new information got from their reading such as difficult words. In this step, the students were stimulated to relate what they had in their background knowledge to the new information in the text. It meant that there was interactive process during reading as it is said by Brown (2001: 298-299). Furthermore, the students were also presented a

set of comprehension question. It was used to evaluate the students' understanding toward the content of the text.

Comprehending the new material was the final step in Schema Activation strategy. It was regarded to be successful as the students could accomplish the tasks well.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, SUGGESTIONS**

In this chapter, three points are presented. They are conclusions, implications, and suggestions. Each point is described as follows.

#### **A. Conclusions**

This research is action research. SMP N 1 Mlati was chosen as the place to conduct the research. The research had acquired both qualitative and quantitative data related to the use of Schema Activation Strategy in improving the reading comprehension of grade VIII C students at SMP N 1 Mlati. Based on the data analyzed in this research, the use of Schema Activation Strategy was effective to improve the students' reading comprehension. The four steps, i.e., building the students' interest and attention, accessing prior knowledge and exploring key words, building connection between the students' prior knowledge and the new material, and comprehending the new material, were effective to activate the students' schemata. As a result, those steps made the students understand the text more easily. The uses of pictures and of Questioning and Answering session were successful in relation to build the students' interest and attention. The activity of Questioning and Answering the detail of the pictures was effective to access the students' prior knowledge. Such an activity as a vocabulary game was also effective in relation to explore the students' vocabulary. These statements refer to the fact that the students were enthusiastic in answering the questions and in exploring key words related to the pictures and the topic.

Making prediction activity was also successful to build connection between the students' prior knowledge and the new material. Students were able to make some predictions about the text by looking at the detail of the pictures and the title of the text. Those activities made the students comprehend the text easier.

In relation to Cycle I, the actions were successfully done in general. In the first step, the activities could attract the students' attention toward the lesson. The students' interest also improved. Then, in the second step, the students' vocabulary increased. It was because in the step, the students were asked to mention and to write words related to the picture given and share with others. The next step was building connection between students' prior knowledge and the new material. The students were helped to relate their background knowledge to the material given. Because they were able to do it well, the students felt at ease in understanding the text. The last session, that is comprehension session, the students could do the comprehension tasks well.

However, there were some actions which could not be done well in Cycle I. Firstly, the picture in the third meeting was not clear enough in terms of the layout. Besides, the picture was also less attractive. As a result, the students could only explore limited words and prediction from the picture. Secondly, the pictures were not used maximally. They were not explored deeply. As a result, the detail information in the pictures could not be delivered well to the students. Then, the activity in exploring key words was monotonous. The students were only asked to mention everything they knew

about the pictures orally. As a result, the students who were active were limited. Some students could not participate well in this activity.

In Cycle II, there were some improvements in the implementation of the actions. The pictures used were clearer in terms of the layout. They were also more attractive since the pictures were varied. The pictures were also explored deeply in comparison to the first Cycle. There was also a vocabulary game in Cycle II. By conducting the game, the students' motivation toward the lesson improved and their vocabulary related to the topic improved. By implementing those improved actions, the students' reading comprehension increased. This statement was in relation with the improvement of the students' reading comprehension scores from the pre-test to the post-test and from the achievement test I to the achievement II.

To sum up, Schema Activation Strategy was effective to improve the students' reading comprehension in the process of teaching reading.

### **B. Implications**

With regard to the results of the research, the implementation of schema activation strategy could improve the students' reading comprehension. Schema Activation Strategy, which consists of some steps, was able to make the students recall their prior knowledge, connect their prior knowledge with the new knowledge, and use the connection to comprehend the text well. To sum up, Schema Activation Strategy is highly suggested to be applied by English teachers of junior high schools in the process of teaching reading.



### **C. Suggestions**

After covering up the conclusions and the implications of the research, the researcher has some suggestions for the English teachers and further researchers to be considered.

#### **1. For the English Teachers**

In the process of teaching and learning English, especially reading, English teachers should be able to create some activities which can accommodate the students to access their prior knowledge and connect it with the new knowledge from the new material. Such activities helped the students in understanding the text since a text does not bring its meanings by itself. Accessing prior knowledge and connecting it to the new knowledge had a big role in the process of understanding a text. In addition, such media as pictures should be used in order to attract the students' attention and interest. As a result, the process of teaching and learning reading becomes more interesting.

#### **2. For Further Researchers**

The implementation of Schema Activation Strategy can improve the students' reading comprehension. Further researchers are recommended to use Schema Activation Strategy on different levels of education in order to see the effectiveness of Schema Activation Strategy in improving the students' reading comprehension. They may also have more activities and / or other text types in implementing Schema Activation Strategy.

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# **APPENDIX A**

## **FIELD NOTES**

## FIELD NOTES

**No** : FN.1  
**Hari, tanggal** : Senin, 25 Maret 2013  
**Waktu** : 09.00 – 11.45  
**Tempat** : Pos Satpam, Ruang Kepala Sekolah, Ruang Guru,  
Kelas VII B  
**Kegiatan** : Izin Penelitian dan Observasi  
**Responden** : R : Peneliti GB : Guru Bahasa Inggris  
KP : Kepala Sekolah

R datang ke SMPN 1 Mlati untuk meminta izin observasi dan penelitian. Di depan gerbang, R langsung ke pos satpam dan melapor bahwa R ingin menemui KP. R mengatakan bahwa R adalah mahasiswa dari UNY. Kemudian S memberitahukan bahwa KP ada di tempat dan mempersilakan R untuk langsung menuju ruang KP.

Sesampainya di ruang KP, R memperkenalkan dirinya. Kemudian R mengutarakan niatnya kepada KP untuk melakukan observasi dan penelitian. R mengatakan bahwa penelitiannya akan dilakukan pada semester depan (gasal). R meminta izin untuk melakukan penelitian pada kelas VIII.

Kemudian R bertanya tentang pembagian kelas tiap tahunnya apakah tiap ajaran baru tiap kelas akan diacak ulang atau tidak. KP menjelaskan bahwa setiap kelas tidak akan diacak ulang. Jadi, siswa kelas VII C akan tetap sama saat mereka naik kelas VIII, dan kelasnyapun akan sama yaitu VIII C. Kemudian R menjelaskan bahwa R memerlukan observasi awal untuk menemukan masalah. Karena R akan melakukan penelitian pada semester depan (tahun ajaran baru), R memutuskan untuk melakukan observasi di salah satu kelas VII. KP menerima maksud dari R dan KP mengizinkan R untuk melakukan penelitian di sekolah tersebut pada semester depan.

Kemudian KP menyarankan R untuk menemui guru yang menguasai kelas VII untuk mendiskusikan tentang observasi dan penelitiannya lebih lanjut. KP juga memberikan jadwal mengajar guru bahasa Inggris kelas VII. Dan pada hari itu, guru tersebut ada di tempat.

Kemudian R meminta maaf kepada KP sebelumnya karena belum membawa surat izin observasi dari kampus. R akan membawa dan menyerahkan surat izin tersebut saat R melakukan observasi. Kemudian R berpamitan pada KP untuk menemui guru pengampu mata pelajaran Bahasa Inggris kelas VII.

Kemudian P menuju ruang guru dan bertanya kepada guru lain tentang GB1. R dianjurkan untuk menemui GB1 di kelas VII B. Sesampainya di VII B, P memperkenalkan diri. Kemudian GB1 meminta untuk menunggu sampai pelajaran selesai.

Pukul 11.15 pelajaran sudah selesai. P kemudian menyampaikan niatnya untuk melakukan observasi di salah satu kelas VII. GB1 menyarankan untuk melakukan observasi di kelas VII C karena kelas tersebut paling lemah

pada mata pelajaran Bahasa Inggris. GB1 memberikan jadwal kelas VII C. kemudian P memilih hari Kamis untuk melakukan observasi, dan GB1 menyetujuinya.

Kemudian P berpamitan pada GB1 untuk pulang.

**No : FN.2**  
**Hari, tanggal : Kamis, 28 Maret 2013**  
**Waktu : 07.40 – 09.00**  
**Tempat : Ruang Guru, Kelas VII C, Ruang Perpustakaan**  
**Kegiatan : Observasi**  
**Responden : R : Peneliti**  
**GB1 : Guru Bahasa Inggris 1**

Pukul 7.30 WIB, R sampai di sekolah. Kemudian R langsung menuju ke ruang guru karena sudah ditunggu oleh GB1 untuk melakukan observasi di kelas VII C. Sesampainya di ruang guru, R langsung bersalaman dengan GB1.

Tidak lama kemudian bel berbunyi. Kemudian GB1 mengajak R menuju kelas VII C. Ilustrasi dari kegiatan belajar mengajar di kelas dapat dilihat sebagai berikut.

Before entering the classroom, the researcher met the English teacher in the teacher room in order to make sure that the researcher would conduct class observation. Then, the researcher and the English teacher went to the VII C classroom. The class was noisy when the researcher was entering to the classroom.

Firstly, the teacher greeted the students. There were 32 students in the class. Then, the teacher introduced the researcher and said that that day the researcher would observe the situation of the English teaching and learning process in grade VII C. The class was noisy, but the English teacher directly tried to make them quiet.

After that, the teacher asked the students about the homework given in the previous meeting. It was about doing exercises in the students' worksheet. Then, the teacher and the students discussed the homework. The teacher asked each student read the question along with the answer. The students were quiet at that time.

After 30 minutes, the homework had been finished being discussed. Then, the teacher showed a simple text to the students by using LCD projector. The text was a descriptive text about the description of a school taken from Scaffolding grade VII page 87. The teacher then read the text aloud as an example. After that, she asked some students to read the text aloud based on her example. When there was a mistake in pronouncing the words, the teacher just stopped the students and corrected it directly.

The teacher corrected the students' pronunciation frequently since the students' pronunciation was low.

After that, the teacher guided the students to understand the text. In guiding the students to understand the text, the teacher asked them to translate each sentence. The teacher helped the students to translate the text. She asked them if there were any difficult words. However, no student responded to her. Then the teacher asked the meaning of words such as "state, park, hall, centre, between," from the text, but no one answered her question. Then, the teacher asked them to find the meaning of those words from the dictionary. Unfortunately, many students did not bring dictionary with them. The teacher then explained the meaning of those words. However, some students on the back rows were noisy and did not pay attention to the teacher. Since the teacher just stood in front of the class and paid her attention to the students around her, she did not aware that those students on the back rows were noisy.

After the text had been translated, the teacher showed some questions related to the text. The students were asked to answer them. Then, the students wrote the all the questions and discussed the answers in pairs. Because the time was limited, the teacher gave 10 minutes to the students to write and to answer the questions. After that, the students and the teacher discussed the answers of the questions. Then, suddenly the bell rang. The teacher continued discussing the answers. However, no more than half of the students answered all the questions correctly. Then, the teacher ended the class.

Pukul 9.00 adalah jam istirahat pertama. Kemudian R meminta izin kepada GB1 untuk mewawancarai beberapa siswa dan GB1 mempersilakan R untuk mewawancarai siswanya. GB1 pun menunjuk siswa yang akan diwawancarai.

Setelah wawancara beberapa siswa, R diminta GB1 untuk mendampingi mengajar di kelas VII D. R pun menyetujuinya.

Pukul 11.15, GB1 selesai mengajar dan merupakan jam istirahat kedua. Karena sudah tidak memiliki jam mengajar, GB1 pun mengajak R untuk berdiskusi di ruang perpustakaan tentang hasil observasinya. Dalam diskusi tersebut, R menyampaikan teknik yang akan digunakan dalam penelitian di semester berikutnya dan GB1 pun mempersilakannya untuk menggunakan teknik tersebut. GB1 juga mengatakan bahwas di semester depan, kemungkinan beliau masih mengajar di kelas tersebut, jadi GB1 dan R masih bisa berkolaborasi dalam penelitian. Karena waktu penelitian masih lama, R meminta izin GB1 untuk menghubunginya saat R membutuhkan data-data tentang kelas yang menjadi target penelitian. GB1 mempersilakan dengan senang hati

Pukul 12.15, GB1 dan R selesai berdiskusi. R kemudian meminta izin untuk ke ruang KP untuk menyerahkan surat izin observasi. Selain itu, R juga meminta izin untuk pulang.



**No : FN.3**  
**Hari, tanggal : Senin, 1 April 2013**  
**Waktu : 11.00 – 12.00**  
**Tempat : Ruang Guru dan Lab IPA**  
**Kegiatan : Wawancara**  
**Responden : R : Peneliti**  
**GB1 : Guru Bahasa Inggris**

Pukul 10.55, R sampai di SMP N 1 Mlati. Pada saat itu, sekolah dalam keadaan sangat ramai karena hari tersebut merupakan perayaan HUT sekolah. Sekolah mengadakan banyak kegiatan seperti lomba menari, drama, dan lain – lain.

Kemudian R menuju ke ruang guru untuk menemui GB1 karena sudah memnuat janji untuk bertemu pada hari tersebut untuk melakukan wawancara pada beberapa siswa. Setelah menyapa dan bersalaman, GB1 mengajak R untuk menemui siswa kelas VII C. Karena sedang ada perlombaan, GB1 susah menemukan siswa kelas VII C, bahkan di kelasnya. GB hanya bisa menemukan dua siswa di kelas. Kemudian GB1 meminta salah satu siswa tersebut untuk mengumpulkan beberapa temannya di Lab IPA karena akan diwawancarai. Setelah itu, GB1 mempersilakan R untuk menuju Lab IPA. GB1 kemudian kembali ke ruang guru.

Di dalam Lab IPA, keadaan tidak terlalu ramai seperti di luar ruangan. R kemudian dengan segera melakukan wawancara pada beberapa anak. R berhasil mewawancarai sepuluh anak pada saat itu.

Setelah selasi wawancara, R menuju ke ruang guru untuk menemui GB1. R mengucapkan terima kasih dan kemudian berpamitan untuk pulang.

**No : FN.4**  
**Hari, tanggal : Kamis, 18 September 2013**  
**Waktu : 09.30 – 10.00**  
**Tempat : Pos Satpam dan Ruang Kepala Sekolah**  
**Kegiatan : Izin Penelitian**  
**Responden : R : Peneliti**  
**S : Satpam**  
**KS : Kepala Sekolah**

Pukul 9.30 R sampai di SMP N 1 Mlati. Di depan gerbang, R langsung menuju ke pos satpam, di samping gerbang, dan melapor bahwa R ingin menemui KP. S kemudian mempersilakan R untuk menuju ruang kepala sekolah karena beliau sedang berada di tempat. Kemudian R berterima kasih kepada S dan menuju ke ruang kepala sekolah.

Ketika melewati ruang guru, R bertemu dengan KS. KS bertanya kepada R mengenai siapa yang ingin ditemui. R menjelaskan bahwa R ingin

menemui bapak KS. Kemudian KS mengajak R untuk ke ruang kepala sekolah.

R kemudian memperkenalkan diri kepada KS. Sebelum menyampaikan maksudnya, ternyata KS masih ingat dengan R dan masih ingat tujuan R di SMP tersebut. R kemudian meminta izin KS untuk melaksanakan penelitian pada kelas VIII C pada bulan tersebut. KS dengan senang hati mempersilakan R untuk melakukan penelitian. Namun KS menjelaskan bahwa GB1 tidak mengampu kelas VIII C dan GB1 sedang mengambil cuti karena sakit, jadi R tidak bisa berkolaborasi lagi dengan GB1. Selain itu, KS juga menjelaskan bahwa guru yang mengampu kelas VIII C merupakan guru tidak tetap dan bertanya tentang kebersediaan R untuk meminta bantuan guru tersebut. Kemudian R bertanya tentang guru yang mengampu kelas VIII C. R bersedia untuk berkolaborasi dengan guru tersebut.

KS kemudian memberikan jadwal mengajar guru yang mengampu kelas VIII C pada R. KS menyarankan R untuk menemui guru tersebut pada hari Sabtu. R menyetujuinya. Sebelum berpamitan, R meminta maaf kepada KS karena belum membawa surat izin penelitian. KS mengatakan bahwa R bisa membawanya saat sudah mulai melakukan penelitian. Kemudian R meminta izin untuk pulang.

**No : FN.5**  
**Hari, tanggal : Sabtu, 21 September 2013**  
**Waktu : 10.55 – 11.15**  
**Tempat : Pos Satpam dan Ruang Guru**  
**Kegiatan : Diskusi rencana penelitian**  
**Responden : R : Peneliti**  
**GP : Guru Piket**  
**GB2 : Guru Bahasa Inggris 2**  
**KS : Kepala Sekolah**

Pukul 10.55 R tiba di SMP N 1 Mlati. R kemudian menuju ke pos satpam untuk menanyakan keberadaan GB2. S mengatakan bahwa GB2 ada di ruang guru. R berterima kasih kepada S dan kemudian menuju ke ruang guru.

Sesampainya di ruang guru, R bertanya GP tentang GB2 karena R belum mengetahui apapun tentang GB2. GP menunjukkan R di mana meja guru GB2. R berterima kasih kemudian menuju ke meja GB2.

Kemudian R memperkenalkan diri kepada GB2. Ternyata, GB2 telah mengetahui maksud kedatangan R karena informasi yang telah diberikan oleh KS. GB2 kemudian memberikan jadwal mengajarnya untuk kelas VIII C. GB2 juga menanyakan tentang skill dan teknik yang akan digunakan oleh R dalam penelitiannya. Selain itu GB2 juga bertanya tentang materi dan jenis teks yang akan digunakan dalam penelitian.

Setelah itu, R menjelaskan maksudnya untuk melakukan pre test. GB2 menyarankan R untuk melakukan pre test pada hari Kamis. Karena bel sudah

berbunyi, GB2 segera mengakhiri pembicaraannya dan memberikan nomor ponselnya jikalau ada yang ingin ditanyakan lagi. R kemudian berterima kasih dan berpamitan untuk pulang.

**No : FN.6**  
**Hari, tanggal : Kamis, 26 September 2013**  
**Waktu : 09.45 – 11.25**  
**Tempat : Ruang Guru dan Kelas VIII C**  
**Kegiatan : Pre test**  
**Responden : R : Peneliti**  
**GB2 : Guru Bahasa Inggris 2**  
**S : Siswa**

R tiba di SMP N 1 Mlati pada jam 9.45, kemudian langsung menuju ke ruang guru karena jam pelajaran akan segera dimulai. Sesampainya di ruang guru, R langsung menyapa dan berjabat tangan dengan GB2. GB2 kemudian menanyakan tentang kesiapan R untuk melakukan pre test dan meminta satu salinan soal pre test.

Bel berbunyi, R dan GB2 bergegas untuk menuju kelas VIII C. sesampainya di kelas VIII C, GB2 kemudian meminta R untuk memperkenalkan dirinya dan maksud kedatangannya kepada S. kondisi kelas pada saat itu sangat ramai. Kemudian GB2 menenangkan S dan mempersilakan R untuk memulai pre test dan berpamitan untuk ke ruang guru sebentar. Ada dua S yang tidak hadir pada saat itu karena sakit.

Kemudian R membagikan soal dan lembar jawab. R juga menjelaskan petunjuk dan peraturan dalam mengerjakan soal pre test. Pada pertengahan mengerjakan pre test, S mulai ramai. Tidak sedikit S yang bertanya tentang terjemahan kata dan soal yang ada dalam soal pre test. R hanya menjawab pertanyaan yang sesuai dengan pre test. Beberapa siswa berbicara dengan temannya. Bahkan beberapa siswa ada yang bersantai – santai tidak mengerjakan soalnya karena S tahu hasil pre test tidak akan mempengaruhi nilainya. Selain itu, ada juga S yang mengajak R berbicara karena ingin mengenal lebih lanjut. Beberapa kali R memperingatkan S untuk tenang. Tapi, peringatan tersebut hanya berlaku untuk waktu yang sebentar.

Beberapa saat kemudian, GB2 masuk kelas VIII C. GB2 mencoba untuk menenangkan S. S kemudian menjadi lebih tenang. Tidak berapa lama kemudian, GB2 meminta izin untuk ke ruang guru lagi dan menyerahkan kendali kelas VIII C pada R.

Sepeninggalan GB2, kelas menjadi ramai lagi. R berkali – kali mencoba untuk memperingatkan S. Namun peringatan tersebut tetap hanya berlaku untuk waktu yang tidak lama. Karena kondisi kelas yang kurang kondusif, durasi pre test yang awalnya hanya 60 menit, diperpanjang menjadi 70 menit. Di lima menit terakhir mengerjakan pre test, R memperingatkan

kepada S. S kemudian menjadi lebih tenang dan bergegas menyelesaikan menjawab soal – soal pre test.

Sepuluh menit sebelum bel berbunyi, R mengakhiri pelaksanaan pre test dan kemudian menuju ke ruang guru untuk menemui GB2. GB2 kemudian menanyakan tentang kondisi kelas selama pre test. R menjelaskan apa yang terjadi di kelas. GB2 menjelaskan bahwa siswa di kelas tersebut memang siswa-siswa yang paling ramai diantara kelas VIII yang lainnya. GB2 terus memberikan semangat kepada R.

R dan GB2 kemudian mendiskusikan jadwal untuk memulai mengimplementasikan teknik yang akan digunakan. R juga membawa rancangan dan materi pembelajaran yang akan digunakan dan mengkonsultasikannya kepada GB2. GB2 memberikan saran tentang porsi teks yang akan digunakan dalam penelitian. GB2 meminta agar R memperbanyak penggunaan teks recount pada pembelajaran karena S memang belum mengenalnya. R kemudian menerima usul GB2 dan akan merevisi sesuai saran dari GB2.

Setelah berdiskusi, R kemudian berpamitan untuk pulang

**No : FN.7**

**Hari, tanggal : Senin, 7 Oktober 2013**

**Waktu : 11.20 – 13.30**

**Tempat : Ruang Guru dan Kelas VIII C**

**Kegiatan : Implementasi *Cycle I*, Pertemuan pertama**

**Responden : R : Peneliti**

**GB2 : Guru Bahasa Inggris 2**

**C : Colleague as the collaborator 2**

**S : Siswa**

Pukul 11.20 R dan C tiba di sekolah. S langsung menuju ruang guru untuk menemui GB2 dan persiapan mengajar. Setelah menyapa dan berjabat tangan dengan GB2, R meminta izin untuk meminjam *LCD projector*. GB2 menunjukkan tempatnya. Kemudian R dan C bersama – sama membawa perlengkapan *LCD projector* ke kelas VIII C.

Pukul 11.25 R, C, dan GB2 menuju ke kelas VIII C. Lima menit kemudian pergantian jam pelajaran. R, C, dan GB2 bergegas memasuki kelas. Keadaan kelas saat itu cukup ramai. GB2 kemudian menyerahkan kendali kelas dan berpamitan untuk ke ruang guru sebentar. R kemudian mulai mengambil kendali kelas, sedangkan C mempersiapkan *LCD projector* dan perlengkapan yang dibutuhkan untuk mengajar. Selain itu, R juga memberikan sebuah *observation guideline* untuk C.

R menyapa S dan menanyakan kabar S. Selain itu, R juga menanyakan apakah ada yang tidak hadir hari ini. Dan ternyata, semua siswa hadir pada hari ini. Kemudian R menjelaskan bahwa hari ini dan beberapa pertemuan berikutnya akan menggantikan guru bahasa Inggris untuk mengajar di kelas.

Untuk mengawali pelajaran, R memberikan pertanyaan pada S “*Do you know descriptive text?*” Hampir semua siswa menjawab “*Yes miss.*” OK, kalau begitu “*What is descriptive text?*” Sebagian besar siswa menjawab “teks untuk menggambarkan sesuatu miss” “Sesuatu itu apa sih?” Siswa menjawab “*place, people, things*” “*Great.*” Kalau “*describing animals*” bagaimana? Apakah kalian sudah pernah belajar tentang “*describing animals*”? Hampir semua siswa menjawab “*Yes miss.*” Oh, benarkah? Kalau begitu, pernah menggambarkan hewan apa saja? Beberapa siswa secara bergantian menjawab “*kucing, kelinci, gajah, singa, dan lain-lain miss.*” “Oh, ternyata banyak juga ya. Menurut kalian, *describing animals* itu susah atau tidak?” Sebagian besar siswa menjawab “*Ya...gak terlalu susah miss.*” “*Oh really?* Kalau begitu, kalian mau belajar tentang *describing animals* lagi gak?” sebagian besar siswa menjawab “*Yes miss.*”

R kemudian menyajikan *slide* yang berisi berbagai macam hewan seperti gajah, harimau, kelinci, semut, koala, dan lebah. Dalam gambar tersebut terdapat sebuah tulisan “*The Amazing Animals*”. Kemudian R menanyakan maksud dari tulisan pada gambar pada S “*What is the meaning of the amazing animals?*” Sebagian besar S diam. “Kalau arti kata *amazing* apa?” Kemudian seorang S menjawab “menakjubkan miss.” “*That’s great.*” Puji R kepada S. “*So, what is the meaning of the amazing animals?*” S yang sama menjawab “Hewan yang menakjubkan.” Sekali lagi R memberikan pujian “*That’s good.* OK, hari ini kita akan belajar tentang hewan – hewan yang menakjubkan.”

Setelah itu, R meminta S untuk mengamati gambar. Sambil mengamati gambar, R memberikan pertanyaan kepada S seperti berikut. R bertanya “*What do you see in the picture?*” S secara bergantian menjawab, “*Rabbit, tiger, elephant, lebah madu, koala.*” “Apa kalian pernah menggambarkan hewan – hewan tersebut?” “Ya Miss, ada yang sudah, ada yang belum,” jawab S. kemudian R bertanya lagi “Hewan apa saja yang sudah pernah kalian gambarkan?” “*rabbit, elephant, tiger, lion*” jawab S. “OK, *What are things which you describe in describing animals?*” “Ciri – cirinya Miss” jawab S.” “Can you give me the examples?” S menjawab “*Age, habitatnya, food, warna, sama besar kecil badannya*” “OK, now, *Could you describe the rabbit on the slide?*” S hanya terdiam. “*You may start from the color, the shape of its ear, and so on.*” S secara bersahut – sahutan menjawab “*white color biasanya, long ear, cute, small animal, eat wortel, and jump jump.*” “*Great students. You said “eat wortel” right, so what is the word “wortel” in English? Does anyone know?*” S hanya terdiam. Kemudian R menjelaskan “*the word wortel in English is carrot.*” “Oh...” jawab S. “*How about the elephant? Could you describe an elephant for me?*” “*Big animal, long nose, the color is grey,*” jawab S. “*That’s good. How about the food? Is an elephant carnivorous or?*” “*Herbivorous*” jawab S. “*Why is an elephant herbivorous*” tanya R. “Because do not eat daging Miss,” jawab S

Jawaban yang diberikan S tidak sepenuhnya menggunakan bahasa Inggris. Meskipun demikian, R tetap memberikan apresiasi dengan

memberikan pujian seperti : “*that’s good*”, “*great*” , “*well done*”. Sambil memberikan beberapa pertanyaan kepada S, R juga menuliskan beberapa kata yang diucapkan S dalam menggambarkan hewan yang ada di gambar di *whiteboard*.

Setelah sesi tanya jawab gambar pertama, R menyajikan *slide* baru yang berisi gambar seekor panda. Beberapa S terlihat tertarik dengan gambar tersebut dengan mengatakan hal seperti: “Wih, panda, kungfu panda.” Setelah itu, R menayakan beberapa hal kepada S seperti berikut. R bertanya “What is this?” “Panda Miss” jawab S serempak. “Pernah lihat panda nggak?” tanya R. “Pernah Miss” “Di mana?” tanya R. Beberapa S menjawab secara bergantian “TV, Kebun Binatang, Kartun Kungfu Panda Miss.” “Can you mention the characteristics of a panda on the picture?” tanya R. “Mm...” “Okay, we can start to the color. What is the color of a panda?” S menjawab secara kompak “Black and White” “Terus, panda itu asalnya dari mana sih?” Sebagian besar S menjawab “China Miss” Salah satu S berkata “Kungfu Panda kan juga dari China, berarti panda dari China.” “Huuu, kaya pernah nonton wae” tanggap S yang lain. “What else the characteristics of a panda that you know?” Sebagian besar S perempuan menjawab “Big animal and cute.

Setelah sesi tanya jawab tentang gambar panda, R meminta siswa untuk melakukan prediksi tentang teks yang akan diberikan. Teks yang akan diberikan kepada S adalah teks tentang Panda dan judulnya adalah Panda. Siswa diminta untuk memprediksi isi teks dengan cara mengamati gambar tentang panda dan menuliskan apapun yang S ketahui tentang panda. S dibagi menjadi beberapa kelompok dalam melakukan kegiatan ini. Setelah memberikan instruksi dan membagikan kertas untuk menulis prediksi, R bertanya apakah ada pertanyaan. Beberapa S bertanya “Miss, prediksinya bagaimana?” Lalu R menjawab “prediksinya boleh dalam bentuk kata, frasa, ataupun kalimat tentang panda, misalnya *from China, the color is black and white, herbivorous*, dll. Bagaimana, ada pertanyaan lagi?” Salah satu S bertanya “kalau misalnya *Panda is big, kungfu panda film*, begitu boleh miss?” R menjawab “iya, boleh banget, pokoknya apa saja yang kalian ketahui tentang panda lah, boleh ukuran badannya, warnanya, makanannya, habitatnya, kebiasaannya, dll. *OK, is it understood?*” Secara serempak S menjawab “*Yes miss, understand.*” Sementara S mengerjakan tugas, R dan C berkeliling untuk mengecek pekerjaan S dan menjawab pertanyaan jika ada yang ditanyakan. Tiba – tiba, GB2 memasuki kelas dan kemudian duduk di bangku paling depan. Kemudian R memberikan *observation guideline* kepada GB2.

Setelah beberapa menit, R meminta perwakilan dari masing – masing kelompok untuk mempresentasikan prediksi mereka. Untuk menghemat waktu, R meminta perwakilan tersebut untuk berdiri dari tempat duduknya, kemudian membacakan prediksinya. Setelah semua selesai mempresentasikan hasil prediksinya, R dibantu oleh C membagikan teks tentang panda tadi yang dilengkapi juga dengan *comprehension tasks*. R kemudian meminta S untuk melakukan *skimming* and *scanning* untuk mengecek apakah prediksi mereka

cocok atau tidak. Setelah selesai mengecek prediksi S, R bertanya pada S “*How is your prediction?* Banyak yang cocok apa tidak?” beberapa S menjawab seperti berikut: “Iya miss, kebanyakan cocok kok.” “Punyaku cocok semua miss.” “Punyaku juga, tapi ada beberapa kata yang gak tahu artinya miss”. “*Oh really? Well done students,*” puji R kepada S. Kemudian R bertanya “Senang gak kalau prediksinya cocok?” Beberapa S menjawab “Senang Miss”, ada juga yang menjawab “biasa aja sih Miss.”

Setelah mengecek prediksi S, R meminta S untuk memahami isi teks. S meminta S untuk membaca teks dalam hati. Sambil membaca teks, S juga diminta untuk menggarisbawahi kata-kata yang baru atau sulit menurut mereka. Setelah itu, R meminta S untuk melakukan *reading aloud*. R meminta satu siswa untuk membaca satu paragraf. Setelah selesai membaca paragraf pertama, R mengoreksi beberapa *pronunciation* yang salah, dan kemudian meminta S yang lain untuk mengulangi cara pembacaan yang benar. Kemudian R bertanya tentang *main idea* paragraf tersebut. “*What is paragraph one about?*” sebagian besar siswa diam. Kemudian salah satu S menjawab “*Panda’s habitat miss.*” “*Good answer,*” puji R pada S. Selain itu, R dan S juga membahas kata-kata yang sukar dalam paragraf tersebut bersama-sama. R menggarisbawahi kata-kata yang dianggap sukar oleh S. R memberikan beberapa clues / petunjuk untuk menemukan makna dari kata – kata yang sukar tersebut. Misalnya saja untuk kata “*endangered*”. R berusaha menghubungkan kata tersebut dengan kata – kata yang ada dalam kalimat aslinya “*Pandas are included endangered species because they lost their habitats and the birth rate is very low*”. R pertama – tama bertanya tentang arti klausa “*because they lost their habitats and the birth rate is very low*”. Beberapa S menjawab “karena mereka kehilangan habitatnya dan kelahirannya rendah” “*Great answer students.*” Kemudian R bertanya lagi “kalau panda kehilangan habitat dan tingkat kelahirannya rendah, populasi mereka jadi bagaimana?” “Sedikit miss,” jawab S secara kompak. Tiba-tiba seorang S menyatakan pendapatnya “Jadi hampir punah miss”. “*That is it guys,*” respon dari R. Jadi makna dari kata endangered adalah hampir punah.

Kegiatan berikutnya adalah mengerjakan *comprehension tasks*. Kegiatan tersebut berisi hal seperti menjodohkan kata dalam bahasa Inggris dengan maknanya dan menjawab pertanyaan seputar teks. Siswa mengerjakannya dalam kelompok. Hal ini bertujuan untuk meningkatkan kerjasama antar S. setelah itu, R dan S membahas jawaban dari *comprehension tasks*. Setelah selesai membahas jawaban *comprehension tasks*, R bertanya “Siapa yang benar semua?” Sebagian besar S mengacungkan jari mereka. Hal itu dapat dipahami karena mereka sudah cukup familiar dengan teks deskriptif. Kemudian S diminta untuk mengerjakan tugas terakhir. Tugas tersebut adalah S diminta untuk memilih salah satu dari daftar film dan serial TV kartun tentang hewan. Film dan serial TT tersebut adalah film dan serial tv yang sangat terkenal di Indonesia dan dapat dipastikan bahwa S familiar dengannya. Kemudian R bertanya “*Do you familiar with kungfu panda movie?*” “Yes miss.” “How about Shaun the

Sheep?” “Filmnya itu lucu miss, tentang kambing.” “*Great. How about Nemo, Madagaskar and Oscar Oasis? Do you know those films?*” Sebagian besar S menjawab “yes miss.” “Well, sekarang tugas kalian adalah, pilih salah satu film, kemudian, deskripsikan film tersebut dalam bahasa Inggris. *So far, is it OK?*” Siswa menjawab “*Yes Miss.*” “kalian bisa mendeskripsikan film tersebut sesuai petunjuk dan contoh yang ada di lembar tugas kalian. Simple saja. *So, is there any question?*” “*No Miss,*” jawab S.

Sementara S mengerjakan tugas, R dan C berkeliling kelas untuk mengawasi S dan membantu saat menemukan kesulitan atau pertanyaan. Kemudian, bell berbunyi, dan S diminta untuk mengumpulkan hasil kerja mereka.

R kemudian menutup pelajaran sekaligus memimpin doa karena sudah saatnya jam pulang. Sebelum S bubar, R meminta waktu dua S untuk diwawancarai. S menyarankan untuk mewawancarai teman mereka yang piket hari ini. GB2 kemudian meminta izin untuk ke kantor terlebih dahulu.

Selesai wawancara dengan S, R dan C kemudian menuju ruang guru. R meminta pendapat GB2 tentang pelaksanaan pembelajaran dan membahasnya sekilas. Akan tetapi GB2 meminta izin untuk melakukannya di pertemuan berikutnya karena GB2 sedang bergegas untuk pulang. Setelah itu, R dan C berpamitan untuk pulang.

**No : FN.8**  
**Hari, tanggal : Selasa, 8 Oktober 2013**  
**Waktu : 11.25 – 13.30**  
**Tempat : Ruang Guru dan Kelas VIII C**  
**Kegiatan : Implementasi Cycle I, Pertemuan kedua**  
**Responden : R : Peneliti**  
**GB2 : Guru Bahasa Inggris 2**  
**C : Colleague as the collaborator 2**  
**S : Siswa**

Pukul 11.25 R dan C tiba di sekolah. S langsung menuju ruang guru untuk meminjam LCD projector dan langsung menuju kelas VIII C karena GB2 sudah menunggu di sana.

Sesampainya di depan kelas VIII C, R, C, dan GB2 bergegas memasuki kelas. Keadaan kelas saat itu cukup ramai. GB2 kemudian menyerahkan kendali kelas dan duduk di bangku paling depan sebelah pojok kiri untuk mengamati proses pembelajaran. R kemudian mulai mengambil kendali kelas, sedangkan C mempersiapkan LCD projector dan perlengkapan yang dibutuhkan untuk mengajar. Selain itu, R juga memberikan sebuah *observation guideline* untuk C dan GB2.

Setelah semuanya siap, R membuka pelajaran dengan mengucapkan salam dan menanyakan kabar siswa serta menanyakan apakah ada siswa yang tidak hadir. Ternyata hari itu semua siswa hadir.



Setelah itu, R menanyakan materi yang telah dipelajari pada pertemuan sebelumnya. S menjawab *"describing animal Miss."* Kemudian R menjelaskan bahwa pertemuan kali ini materinya tetap sama yaitu tentang *descriptive text*, tapi dengan tema yang berbeda. *"Our topic today is My georgous idol. Ada yang tahu tidak itu tentang apa?"* Sebagian besar S menjawab *"tentang idola Miss"*. *"Good answer,"* puji R kepada S. *"Jadi hari ini kita akan belajar tentang describing public figures."*

R bertanya pada salah satu S *"Who is your idol?"* *"Mmm...siapa ya Miss? Kayaknya gak ada deh,"* jawab S. Kemudian R bertanya kepada S yang lain *"How about you, who is your idol?"* *"Mmm...gak tau Miss."* Kemudian, R menyajikan *slide* yang berisi gambar dari beberapa publik figur. Sebelum R bertanya – tanya tentang gambar, beberapa S ada yang berkomentar tentang gambar seperti: *"Wah..Sule"* *"Itu presenter Dahyat, si Raffi Ahmad"*. Kemudian R memberikan beberapa pertanyaan pada S mengenai gambar yang ada di *slide* seperti berikut. R bertanya *"What do you see in the picture?"* S secara bersahut-sahutan menjawab seperti berikut: *"Artists. Sule, Fatin, Raffi Ahmad"*, *"Sule prikitiew, mirip Hasnan"*, dan kelas menjadi cukup gaduh. R bertanya lagi *"Kalau cewek yang memakai kerudung itu siapa?"* S menjawab *"Fatin"* *"Who is Fatin?"* tanya R. *"Artist, singer"*, *"Yang nyanyi di X factor Miss"* jawab S. *"Apa sih yang membuat dia terkenal?"* S menjawab seperti berikut : *"Suaranya bagus Miss"* *"She is pemenang di X Factor."* R bertanya lagi *"What is the word pemenang in English?"* S hanya terdiam. R bertanya *"What is menang in English?"* S secara serempak menjawab *"Win Miss"* *"Great. If the word menang in English is win, the word pemenang in English is win plus -er. So, pemenang in English is..."* jelas R. Beberapa S menjawab *"Winner dong Miss."* *"That is great. Could you describe Fatin for me?"* *"She is beautiful. Good voice, memakai kerudung,"* jawab S bergantian. *"What is memakai kerudung in English?"* tanya R. *"Using veil Miss,"* jawab seorang S laki-laki. *"That's good, but it will be more appropriate if you use the word wearing instead of the word using"* Kemudian R bertanya lagi seperti berikut.

R : *That's good, but it will be more appropriate if you use the word wearing instead of the word using. How about this man, who is he?*

S : *Sule Miss.*

R : *Who is Sule's job?*

S : *Artist. Singer. Pelawak in OVJ*

R : *Good. But, what is pelawak in English? Does anyone know?*

S : *Funny Miss. (answered few students)*

R : *Hmm..funny is lucu. How about pelawak?*

S : *(silent)*

R : *Ok, I give you the clues. Suku kata pertamanya adalah com*

S : *(silent). (Suddenly one of the students answered). Comedy miss.*

R : *Good, that's closer. The word pelawak in English is comedian.*

Selain meminta S untuk mendeskripsikan Fatin dan Sule, R juga meminta S untuk mendeskripsikan semua publik figur yang ada di dalam slide yang disajikan secara singkat. R juga menunjuk salah satu S untuk mendeskripsikan tentang Gita Gutawa. “*Could you describe Gita Gutawa for me?*” Kemudian S tersebut menjawab “Kalau mendeskripsikan Miss. Citra saja bagaimana?” “huuuuuu”, teriak siswa yang lain. “*Ok, you may describe me now*”. “*Beautiful, white skin, wearing a veil, mm...apalagi ya?*” jawab S. “*Well done. Thank you*” puji R.

R kemudian mengganti *slide*, dan *slide* tersebut berisi gambar publik figure Fatin yang lebih besar. R meminta S mengamati gambar tersebut. Kemudian secara berkelompok, S diminta untuk memprediksi isi teks yang nantinya akan diberikan. Teks tersebut adalah teks deskriptif tentang Fatin, sesuai dengan gambar. Kemudian R memberikan petunjuk. “*Now, your job is to predict the content of the text*. Seperti pertemuan sebelumnya, kalian tuliskan apa saja yang kalian ketahui tentang gambar tersebut, dan prediksikan kira-kira mana yang akan muncul di dalam teks. *Is it understood?*” “Yes Miss” jawab S. Beberapa S bertanya “Ngerjainnya berkelompok Miss?” “Iya, tiap kelompok terdiri dari 4-6 siswa. Kalau berkelompok kan kalian nanti bisa saling sharing tentang prediksinya, jadi prediksinya bisa lebih cepat dan banyak. Ada pertanyaan lagi?” “No Miss” jawab S. Sementara S mengerjakan tugas, R dan C berkeliling kelas untuk memonitor pekerjaan S dan membantu S saat mereka menemukan kesulitan.

Setelah beberapa saat, S selesai menuliskan prediksi. R meminta perwakilan tiap kelompok untuk mempresentasikan prediksinya. Kemudian, R dibantu oleh C membagikan teks utuhnya kepada S. S diminta untuk melakukan scanning dan skimming untuk mengecek prediksi mereka. “*How is your prediction guys?* Banyak yang benar atau tidak?” Sebagian besar S menjawab “Banyak yang benar Miss” tapi ada juga yang mengatakan “Nggak semuanya cocok Miss, soalnya ada kata-kata yang nggak tahu artinya e.” Kemudian R bertanya pada salah satu kelompok “Kalau prediksi kalian bagaimana?” “Banyak yang benar kok Miss,” jawab S. “Menurut kalian, kenapa banyak yang benar?” tanya R. beberapa S menjawab seperti: “Karena artisnya terkenal Miss”, “Lagi in artisnya”, “Karena tadi di awal sudah ditanya-tanya soal Fatin, jadi tahu vocab - vocabnya”. “*Yes, you’re all right*. Jawabannya benar semua. Karena kalian semua familiar dengan Fatin dan tadi sebelumnya sudah membahas sedikit tentang Fatin, jadi kalian semua bisa memprediksi dengan mudah isi teks tentang Fatin.”

Setelah mengecek prediksi S, R meminta S untuk memahami isi teks. S meminta S untuk membaca teks dalam hati. Sambil membaca teks, S juga diminta untuk menggarisbawahi kata-kata yang baru atau sulit menurut mereka. Setelah itu, R meminta S untuk melakukan *reading aloud*. R meminta satu siswa untuk membaca satu paragraf. Setelah selesai membaca paragraf pertama, R mengoreksi beberapa *pronunciation* yang salah, dan kemudian meminta S yang lain untuk mengulangi cara pembacaan yang benar. Setelah itu, R bertanya tentang *main idea* paragraf tersebut. “*What is paragraph two*

*about?*” sebagian besar S menjawab “Karakteristinya Fatin Miss.” “*What is karakteristiknya Fatin in English?*” tanya R. Kemudian salah satu S menjawab “*Fatin’s characteristic Miss*” “*That’s it. Good answer*” puji R. Selain itu, R dan S juga membahas kata-kata yang sukar dalam paragraf tersebut bersama-sama. R menggarisbawahi kata-kata yang dianggap sukar oleh S. R memberikan beberapa *clues* / petunjuk untuk menemukan makna dari kata – kata yang sukar tersebut. Misalnya saja untuk kata *talented*, R pertama-tama bertanya kepada S tentang makna dari kata *talent*. “*What is the meaning of talent?*” “bakat Miss” jawab S secara kompak. Kemudian R memberikan petunjuk selanjutnya. “*Talented* adalah kata sifat dari *talent*. Kalau *talent* yang merupakan kata benda artinya bakat, kalau *talented*, artinya apa?” Sebagian besar S hanya diam. Kemudian R memberikan petunjuk terakhir “Apa arti dari *She is a young singer?*” “Dia adalah penyanyi muda” jawab S. “*Great*. Lalu, arti dari a *young talented singer* adalah penyanyi muda yang ...” “berbakat miss” jawab S secara kompak.

Kegiatan berikutnya adalah mengerjakan *comprehension tasks*. Kegiatan tersebut berisi hal seperti menjodohkan kata dalam bahasa Inggris dengan maknanya dan menjawab pertanyaan seputar teks. Siswa mengerjakannya dalam kelompok. Hal ini bertujuan untuk meningkatkan kerjasama antar S. setelah itu, R dan S membahas jawaban dari *comprehension tasks*. Untuk task yang pertama, hampir semua S menjawab dengan benar. Sedangkan task yang kedua, yaitu menjawab pertanyaan, ada beberapa S yang salah satu bahkan ada yang salah dua. Setelah selesai membahas jawaban *comprehension tasks*, S diminta untuk mengerjakan tugas terakhir. Tugas tersebut lebih mirip dengan sebuah game, yaitu game tebak – tebak. S dibagi menjadi empat kelompok berdasarkan deret tempat duduk. Kemudian, tiap kelompok akan diberi sebuah teks deskriptif yang cukup simple tentang artis/publik figur yang terkenal. Teks untuk tiap kelompok akan berbeda – beda karena tugas tiap kelompok adalah untuk menuliskan beberapa petunjuk/*clues* tentang artis yang ada pada teks mereka. *Clues*/petunjuk dapat diambil dari teks yang mereka terima dan informasi tambahan yang berasal dari pengetahuan S sendiri baik dari TV, atau manapun. Kemudian tiap kelompok maju untuk menyebutkan petunjuk – petunjuknya, dan kelompok yang lain berusaha untuk menebak artis tersebut berdasarkan *clues* yang diberikan. Setelah menyapaikan instruksi, R bertanya “*Is there any question?*” S menjawab “*No Miss.*” Kemudian R dan C berkeliling di kelas untuk memonitor pekerjaan S dan membantu saat ada kesulitan. Setelah tiap kelompok selesai menuliskan *clues*, kelompok empat maju untuk memberikan *clues*. Pada clue ketiga, artisnya tertebak, yaitu Sule. Kemudian R meminta S untuk bertepuk tangan untuk kelompok empat.

Tiba-tiba bel berbunyi, R dengan segera menutup pelajaran dan memimpin doa. Sebelum S bubar, R meminta waktu tiga S untuk diwawancarai. S menyarankan untuk mewawancarai petugas piket. GB2 kemudian meminta izin untuk ke kantor terlebih dahulu.

Selesai wawancara dengan S, R dan C kemudian menuju ruang guru. R dan GB2 kemudian membahas sekilas tentang pembelajaran yang telah dilakukan. Setelah berdiskusi sebentar, R dan C berpamitan untuk pulang.

**No : FN.9**  
**Hari, tanggal : Kamis, 10 Oktober 2013**  
**Waktu : 09.45 – 11.40**  
**Tempat : Ruang Guru dan Kelas VIII C**  
**Kegiatan : Implementasi *Cycle I*, Pertemuan ketiga**  
**Responden : R : Peneliti**  
**GB2 : Guru Bahasa Inggris 2**  
**C : Colleague as the collaborator 2**  
**S : Siswa**

Pukul 09.45 R dan C tiba di sekolah. S langsung menuju ruang guru untuk menemui GB2 dan persiapan mengajar. Setelah menyapa dan berjabat tangan dengan GB2, R meminta izin untuk meminjam LCD projector. GB2 menunjukkan tempatnya. Kemudian R dan C bersama – sama membawa perlengkapan LCD projector ke kelas VIII C.

Pukul 09.55 R, C, dan GB2 menuju ke kelas VIII C. Keadaan kelas saat itu cukup tenang. GB2 kemudian menyerahkan kendali kelas dan duduk di bangku paling depan sebelah pojok kiri untuk mengamati proses pembelajaran. R kemudian mulai mengambil kendali kelas, sedangkan C mempersiapkan LCD projector dan perlengkapan yang dibutuhkan untuk mengajar. Selain itu, R juga memberikan sebuah *observation guideline* untuk C dan GB2.

Setelah semuanya siap, R membuka pelajaran dengan mengucapkan salam dan menanyakan kabar siswa serta menanyakan apakah ada siswa yang tidak hadir. Ternyata hari itu semua siswa hadir.

Setelah itu, R menanyakan materi yang telah dipelajari pada pertemuan sebelumnya. S menjawab “*describing artists Miss.*” Kemudian R menjelaskan bahwa pertemuan kali ini materinya berbeda yaitu tentang jenis teks baru. Sebelum menjelaskan jenis teks tersebut, pertama – tama R menanyakan beberapa hal tentang kebiasaan S saat hari libur (Minggu) atau liburan panjang. Beberapa S berebut untuk menjawabnya, tapi tetap ada beberapa jawaban yang kurang sesuai. Sesi tanya jawab tersebut seperti berikut.

R : *What did you usually do on Sundays or holidays?*  
Ss : *Nothing.* (jawab beberapa S)  
R : *Nothing? Really? Didn't you go somewhere to refresh your mind?*  
Ss : *Yes Miss* kadang - kadang.  
R : *What were they?*

- Ss : *swimming, fishing, walking-walking, shopping.* (jawab beberapa siswa secara bergantian)
- R : *What else?*
- Ss : *Study miss.* (jawab salah satu siswa dan yang lainnya bersorak “huuuu”)
- R : *Oh really? You studied on your holiday? That’s great. You must be a good students right? rajin banget gitu.*
- Ss : *No, miss. Only biasa - biasa students kok.*
- R : *Alright, today we are going to talk about someone’s holiday. It is about having holiday at the beach. Have you ever been there?*
- Ss : *Yes Miss, Parangtritis. Depok juga.* (jawab S secara bergantian)

Kemudian, R menyajikan slide melalui LCD projector yang berisi gambar tentang beberapa orang yang sedang melakukan kegiatan di pantai. Selain itu, pada gambar tersebut ada judulnya “*Went to Depok beach*” Saat R menyajikan gambar, S berkomentar seperti: “Weh, gambar apa itu?”, “Kayaknya aku tahu deh itu di mana”, “Oh pantai Depok, aku pernah ke sana,”, dan juga “Ombaknya *dangerous* di sana.” Setelah melihat reaksi S pada gambar tersebut, R kemudian memberikan pertanyaan seperti berikut:

- R : *What do you see in the picture?*
- Ss : *Beach, people, ombak.*
- R : *What is ombak in English? Does anyone know?*
- Ss : *(silent)*
- R : *Ombak in English is wave. What did they do there?*
- Ss : *Sit, playing sand, menikmati indahnya pemandangan.* (jawab S secara berebut sehingga kelas menjadi cukup ramai)
- R : *What is menikmati indahnya pemandangan in English?*
- Ss : *(silent).Then, one of them said, “Enjoy the good pemandangan”*
- R : *That’s good. Menikmati in English is enjoy. For the word indah, you can use the word good but there is another word that will be more appropriate. What is the synonym of indah in Bahasa Indonesia?*
- Ss : *Cantik miss.*
- R : *Okay. So, what is cantik in English?*
- Ss : *Beautiful, pretty.* (jawab beberapa S secara bergantian)
- R : *How about the word pemandangan? What is pemandangan in English?*
- Ss : *(Silent)*
- R : *The word pemandangan in English is scenery. So, menikmati indahnya pemandangan in English is ...*
- Ss : *Enjoy beautiful scenery miss.* (jawab salah satu S)
- R : *Well done. What do you know about Depok beach?*

- Ss : *Big waves, dangerous waves, many boat, black sand*  
 R : *That's great. And, what did you usually do there?*  
 Ss : *playing with waves, walking-walking in tepi pantai, playing with sand.*  
 R : *Did you make something with the sand?*  
 Ss : *Yes Miss. Make istana – istananan*  
 R : *What is istana in English? Does anyone know?*  
 Ss : (salah satu S menjawab) *palace Miss, kayak Yogyakarta palace gitu.*  
 R : *Excellent. However, the word istana untuk istana pasir biasanya menggunakan kata Castle.*

R kemudian meminta S mengamati gambar tersebut lebih detil. Kemudian secara berkelompok, S diminta untuk memprediksi isi teks yang nantinya akan diberikan. R menyampaikan bahwa judul teksnya adalah *Went to Depok Beach* dan S diminta memprediksi isi teks dengan panduan judul dan gambar yang ada di dalam slide. Kemudian salah satu S bertanya “Miss, prediksinya seperti yang kemarin kemarin?” “Iya” jawab R. S yang lain bertanya “Tuliskan apa saja yang berhubungan dengan gambar itu kan Miss?” “Benar sekali. Kalian bisa memprediksi berdasarkan judul dan gambar yang ada”. “Oh..gitu tho” tanggap S. “Selain itu, tadi kan sebagian besar dari kalian bilang pernah ke sana, jadi, kalian bisa menuliskan hal-hal yang kalian ketahui berdasarkan pengalaman kalian ketika ke sana, misalnya *playing sand, sit on the sand, black sand, etc. So, is there any other questions?*” tambah R. “No Miss” jawab S secara kompak. Sementara S melakukan prediksi, R dan C berkeliling kelas untuk memonitor pekerjaan S.

Setelah selesai berdiskusi untuk memprediksi isi teks, R meminta perwakilan dari beberapa kelompok untuk menuliskan prediksi mereka di whiteboard. Setelah itu, R dan C membagikan teksnya. S diminta untuk mengecek prediksi mereka “Berikan tanda cek/centang pada prediksi kalian yang benar ya.” Setelah beberapa saat R bertanya “*Have you finished checking your prediction? Sudah selesai?*” “Sudah Miss” jawab sebagian besar S. Setelah itu, R juga membahas prediksi yang telah dituliskan perwakilan kelompok di whiteboard. Kemudian R bertanya, “Gimana hasil prediksinya? Banyak yang benar nggak?”. S secara bergantian menjawab “Ada yang benar ada yang nggak Miss”, “Banyak yang salah Miss”, “Iya Miss, yang benar cuma sedikit”, dan “Yang benar yang udah dibahas di awal tadi Miss”, “Banyak kosa kata yang nggak tahu artinya Miss.” “OK, kalau begitu mari kita baca teksnya secara lebih mendalam” tanggap R. kemudian R menunjuk salah satu S untuk *reading aloud* satu paragraf. Setelah selesai membaca, R mengoreksi pronunciation yang salah dan meminta S untuk mengulangi dengan cara baca yang benar. Selain itu R juga menanyakan hal apa saja yang ada di prediksi S pada tiap kalimat “Di kalimat ini bagaimana? Apa ada yang prediksinya sesuai dengan kalimat ini?” “Iya Miss, maksudnya benar, tapi dalam bentuk kata-kata e” jawab salah satu S. “*That's a good job you know*” puji R. Kemudian R juga menanyakan tentang kata yang sukar dalam tiap kalimat “Di

kalimat ini ada kata yang susah nggak?” “Ada Miss. Artinya *walked* apa?” jawab salah satu S. Kemudian R menjelaskan, “*Walked* itu kata kerja bentuk lampau/bentuk keduanya dari *walk*, artinya tetap sama seperti *walk*.” “Ohh gitu tho” tanggap S. Salah satu dari S bertanya “Kalau *smoothness* artinya apa Miss?” “Sekarang Miss Citra tanya, *smooth* artinya apa?” Kemudian beberapa S menjawab “lembut Miss”. “*Excellent*. *Smooth* itu kan kata sifat yang artinya lembut, nah kalau *smoothness* itu kata bendanya, jadi artinya ...” Beberapa S secara kompak menjawab “kelembutan Miss.” “*Good answer*” puji R.

Kebanyakan kosa kata yang sulit bagi S adalah kata kerja bentuk kedua/lampau, dan *recount text* menggunakan kata kerja bentuk lampau. Setelah membantu S menemukan arti dari beberapa kosa kata dalam satu paragraf, R bertanya tentang isi dari paragraf tersebut. Kebanyakan S menjawab dengan benar dengan bantuan R. setelah selesai membahas tiap paragraf, R menjelaskan tentang *recount text* “Nah, teks yang barusan kita pelajari namanya adalah *recount text*.” Kemudian R menyajikan sebuah *slide* yang berisi tentang ciri – ciri dari *recount text* seperti pengertian dan tujuan *recount text*, bagian – bagian *recount text*, ciri kebahasaannya yang meliputi penggunaan kata kerja bentuk lampau dan time order, dll.

Setelah menjelaskan dan memberi contoh, R memberikan beberapa latihan tentang penggunaan kata kerja bentuk lampau. S diminta untuk mengisi beberapa kalimat rumpang, bahkan sebuah teks rumpang dengan kata kerja bentuk lampau. S mengerjakannya secara berpasangan. Setelah beberapa saat, R meminta untuk mencocokkan hasil kerja S. S diminta untuk menuliskan jawabannya di whiteboard. Beberapa S antusias untuk maju dengan mengacungkan jari saat diminta untuk maju. Setelah selesai menulis jawaban di whiteboard, R membahas jawaban R. Setelah itu, R bertanya “Siapa yang betul semua?” Hanya ada empat S yang mengacungkan jari. Kebanyakan dari S memang masih kesulitan dengan hal ini. Dari enam soal, rata – rata S hanya menjawab empat soal dengan benar. Selesai membahas jawaban, tiba – tiba bel tanda pelajaran berakhir berbunyi. Kemudian R meminta S untuk mengerjakan pertanyaan seputar teks rumpang yang terdapat pada handout mereka karena akan dibahas pada pertemuan berikutnya. Selain itu, R juga meminta S untuk mereview pelajaran yang diberikan R karena pada pertemuan berikutnya R akan memberikan beberapa soal tentang review pelajaran selama tiga pertemuan.

Setelah itu R menutup pelajaran. GB2 pun berpamitan untuk menuju ruang guru karena pada saat itu adalah jam istirahat. Sementara itu, R ditemani oleh C tetap berada di dalam kelas untuk mewawancarai beberapa S. Karena sedang jam istirahat, cukup sulit untuk meminta S untuk diwawancarai. Tapi akhirnya, beberapa S bersedia untuk diwawancarai.

Selesai wawancara, R pergi menuju ruang guru untuk bertemu dengan GB2. Selain itu, R dan GB2 juga mengulas tentang pembelajaran yang dilaksanakan pada hari itu. Selain itu, R dan GB2 juga mengulas dan membahas tentang ketiga pertemuan yang sudah dilaksanakan. Kemudian, R menyampaikan rencananya untuk pertemuan berikutnya.

Setelah selesai berdiskusi dengan GB2, R berpamitan untuk pulang.

**No** : FN.10  
**Hari, tanggal** : Senin, 14 Oktober 2013  
**Waktu** : 09.55 – 12.30  
**Tempat** : Perpustakaan, Ruang Guru, dan Kelas VIII C  
**Kegiatan** : Pelaksanaan Achievement Test 1  
**Responden** : R : Peneliti  
GP : Guru Piket  
GB2 : Guru Bahasa Inggris 2  
C : Colleague as the collaborator 2  
S : Siswa

Pukul 09.55 R dan C sampai di SMP N 1 Mlati. R dan C datang jauh lebih awal dari jam pelajaran biasanya karena GB2 memberi tahu bahwa jam pelajaran akan diajukkan karena paginya merupakan hari libur yang merupakan hari raya idhul adha. Sesampainya di depan ruang guru, ternyata para guru dipimpin kepala sekolah sedang mengadakan rapat, jadi R dan C memutuskan untuk menunggu di sekitar ruang guru.

Suasana sekolah saat itu sangat ramai karena para siswa berkeliaran di luar kelas. Kemudian R bertanya pada salah satu S tentang agenda hari itu, tapi S tidak tahu. Setelah rapat selesai, bel berbunyi dan semua S masuk kelas begitu pula dengan para guru. R kemudian memutuskan tentang jam pelajaran pada GP di ruang guru. GP menjelaskan bahwa tidak ada perubahan jam. Pelajaran akan dilaksanakan seperti biasa setelah rapat tadi. Jam ke 7 akan tetap dimulai pada jam 11.30 tapi dengan durasi waktu yang berkurang tiap jamnya. Kemudian R dan C memutuskan untuk menunggu di ruang perpustakaan.

Setelah bel berbunyi dan memasuki jam ke 7, R menuju ruang guru untuk menemui GB2 karena GB2 baru saja tiba di sekolah. R, C, dan GB2 lalu bergegas menuju ke kelas VIII C.

Sesampainya di kelas, GB2 langsung memposisikan diri pada bangku paling depan. C berada di bangku paling belakang, dan R membuka kelas dengan menyapa S, menayakan kabar S, dan juga mengecek kehadiran S. Ternyata salah satu S tidak hadir karena izin lomba.

Kemudian R menanyakan kesiapan S untuk memulai pelajaran. S selanjutnya bertanya "Pertemuan sebelumnya kita belajar tentang apa ya?" S menjawab "*Recount text Miss.*" R bertanya lagi "*What is recount text?*" sebagian besar S hanya diam, sebagian lagi hanya mengeluarkan suara kecil. Kemudian ada salah satu S yang menjawab "teks yang terdiri dari *orientation, events, and re-orientation Miss.*" "*Great.* Lalu isi dari recount text itu bagaimana sih? Tentang apa?" tanya R. "Tentang *experience* masa lampau Miss" jawab S. "*Good answer.* Pertemuan sebelumnya Miss Citra kan bilang mau membahas jawaban dari task terakhir, apa semua membawa *handout?*" Beberapa S menjawab "Yang buat berdua kan Miss, aku bawa", "Saya nggak



bawa Miss.” Kemudian R membagikan *handout* pada S yang tidak membawa dan memberikan waktu 10 menit untuk mengerjakan ulang.

Setelah kurang lebih sepuluh menit, R dan S membahas jawaban dari tugas tersebut. Untuk task dua, dari lima soal rata – rata S menjawab tiga soal dengan benar. Sedangkan task terakhir, yaitu menjawab pertanyaan seputar teks, rata – rata kesalahan S hanya berkisar 1 hingga dua jawaban salah, bahkan sebagian S di kelas menjawab dengan benar semua. Setelah itu, pukul 11. 50 R dibantu oleh C membagikan lembar soal dan lembar jawaban untuk S karena sesuai rencana, R akan melakukan Achievemnet Test 1. Karena hanya ada sepuluh soal, R memberikan waktu 20 menit pada S untuk mengerjakan test tersebut, kemudian R menjelaskan peraturan dalam mengerjakan soal. Sementara S mengerjakan soal, R dan C berkeliling untuk memonitor S. Beberapa S bertanya tentang arti dari beberapa kata dan maksud dari sebuah pertanyaan. Suasana kelas cukup ramai saat itu karena S cenderung banyak bertanya kepada R dan C. Selain itu, beberapa dari S juga berdiskusi dengan temannya tentang jawaban soal. Kemudian R memperingatkan dengan tegas. Alhasil, kelas menjadi sedikit lebih tenang. Ketika waktu berjalan 20 menit, bel berbunyi dan bel tersebut merupakan tanda bahwa itu adalah saatnya S pulang. Dengan segera, R meminta S untuk mengumpulkan lembar jawab test dan kemudian menutup pelajaran dan meminta salah satu S untuk memimpin doa.

Setelah S bubar, R, C, dan GB2 keluar dari kelas VIII C. Sesampainya di ruang guru, R menyampaikan rencana – rencananya untuk siklus kedua. GB2 menyetujui rencana – rencana dan materi dari R untuk siklus kedua.

Setelah selesai berdiskusi, R barpamitan untuk pulang.

**No : FN.11**  
**Hari, tanggal : Kamis, 17 Oktober 2013**  
**Waktu : 09.45 – 11.40**  
**Tempat : Ruang Guru, dan Kelas VIII C**  
**Kegiatan : Implementasi Cycle II Pertemuan Pertama**  
**Responden : R : Peneliti**  
**GB2 : Guru Bahasa Inggris 2**  
**C : Colleague as the collaborator 2**  
**S : Siswa**

Pukul 09.45 R dan C tiba di SMP N 1 Mlati. S langsung menuju ruang guru untuk menemui GB2 dan persiapan mengajar. Setelah menyapa dan berjabat tangan dengan GB2, R meminta izin untuk meminjam LCD projector. GB2 menunjukkan tempatnya. Kemudian R dan C bersama – sama membawa perlengkapan LCD projector ke kelas VIII C.

Pukul 09.55 R, C, dan GB2 menuju ke kelas VIII C. Keadaan kelas saat itu cukup tenang. GB2 kemudian menyerahkan kendali kelas dan duduk di bangku paling depan sebelah pojok kiri untuk mengamati proses

pembelajaran. R kemudian mulai mengambil kendali kelas, sedangkan C mempersiapkan LCD projector dan perlengkapan yang dibutuhkan untuk mengajar. Selain itu, R juga memberikan sebuah *observation guideline* untuk C dan GB2.

Setelah semuanya siap, R membuka pelajaran dengan mengucapkan salam dan menanyakan kabar siswa serta menanyakan apakah ada siswa yang tidak hadir. Ternyata ada satu S yang tidak hadir tanpa keterangan. Setelah itu R bertanya tentang materi di pertemuan sebelumnya. R juga bertanya tentang recount text "*What is recount text?*" Beberapa S menjawab secara bersahut-sahut sehingga kelas menjadi ramai. Salah satu menjawab "Teks yang tentang experiment lampau Miss" R bertanya "Apa? *Experiment?*" Kemudian salah satu S menyahut "Teks yang menceritakan tentang experience masa lampau Miss." "*Excellent. How about the characteristics of recount text?*" tanya R. Sebagian besar S menjawab tetapi dengan nada yang ragu – ragu "ada tiga bagian, *orientation, events, dan...reorientation Miss.*" "Great. Kalau bagian orientation itu yang bagaimana sih cirri-cirinya?" tanya R selanjutnya. "Bisa menjawab tiga *Miss, who, where, and when*" jawab S secara bersamaan. "*Great answer*"

Kemudian R menjelaskan topik untuk hari itu, yaitu tentang camping. R kemudian bertanya beberapa hal. "Apakah kalian pernah camping?" Sebagian besar S menjawab "*Yes Miss. When kelas VII.*" Kemudian R bertanya "Di mana campingnya?" Secara serempak S menjawab, "Di Kaliurang Miss." R bertanya, "*How was it? Is it enjoyable, challenging, or interesting?*" "Of course Miss. It was very enjoyable," jawab S. R juga bertanya hal sebagai berikut:

- R : Alat apa saja yang biasa kalian butuhkan untuk camping?  
S : tenda, lampu senter, tali, tongkat Pramuka, makanan, minuman, dll. (jawab S secara bersahut – sahutan sehingga kelas menjadi ramai)  
R : *Could you mention those things in English?*  
S : Mm...drink, food, ransel, apalagi ya? (jawab S secara bergantian)  
R : OK...good  
Lalu apa saja yang biasa kalian lakukan saat camping?  
S : Mendirikan tenda, membuat api unggun, jalan – jalan, dll. Pokoknya very happy Miss.

R kemudian menyajikan sebuah slide yang berisi berbagai macam hal tentang camping seperti gambar tenda, api unggun, tas ransel, lampu senter, kegiatan camping, dll. R meminta S untuk mengamati gambar, kemudian bertanya

- R : *What do you see in the picture?*  
S : Tenda, api unggun, tas ransel Miss, orang sedang *fishing*, perahu, (jawab secara bersahut – sahutan). Kemudian  
R : *What is tenda in English?*  
S : Nggak tahu Miss..." jawab S secara kompak.

R : Kata tenda in English itu hampir sama dengan bahasa Indonesia, yaitu *tent*.

kemudian R meminta S untuk mengulangi cara baca kata *tent*.

*"How about tas dan api unggun?"*

S : Tas is *bag*, kalau api unggun apa ya?" (jawab S secara kompak), kemudian salah satu S berkata "api unggun itu *campfire Miss*."

R : *Excellent*.

Kemudian R meminta S untuk melakukan vocabulary game. R membagi S menjadi 4 kelompok. Kelompok tersebut berdasarkan jumlah barisan yang ada di kelas. R diminta untuk mendiskusikan dan menuliskan apa saja yang ada di gambar dan apa saja yang berhubungan dengan camping. Tiap – tiap kelompok akan dipanggil oleh R secara acak dan perwakilan dari kelompok tersebut harus menuliskan dua kata/hal yang berhubungan dengan gambar dan/atau diluar gambar tetapi tetap berhubungan dengan camping, di whiteboard. S juga diperbolehkan untuk menuliskan kegiatan – kegiatan yang pernah mereka lakukan saat camping. Tiap – tiap kelompok tidak diperbolehkan untuk menuliskan hal/kata yang sama dengan kelompok lain. Tiap kelompok akan mendapatkan lima kali kesempatan untuk menulis hasil diskusi mereka di whiteboard. Bagi kelompok dengan jumlah kosa kata/hal yang berhubungan dengan camping paling sedikit atau menuliskan hal yang sama dengan kelompok lain, kelompok itulah yang kalah dan akan mendapatkan hukuman. Setelah R menjelaskan instruksi permainan, R bertanya "*OK, is there any questions?*" S bertanya secara bersahut – sahutan "Yang ditulis itu yang ada di dalam gambar Miss?", "Dalam bentuk kata atau kalimat Miss?" R kemudian menjawab "*OK, listen carefully to me*. Kalian boleh menuliskan apa saja yang ada di dalam gambar dan juga apa saja yang di luar gambar tapi berhubungan dengan camping. Kalian boleh menuliskan berdasarkan pengalaman kalian saat camping, misalnya kalau ada kegiatan hiking, masak – memasak di campsite, dll. *Is it understood?*" "Yes Miss" jawab S. "Hal yang kalian tuliskan boleh dalam bentuk kata misal *tent*, frasa, atau kalimat misal *We built the tent*. *Is there any other questions?*" tambah R. "*No Miss*" jawab S secara kompak. "*Can we start from now?*" tanya R. "*OK Miss*" jawab S.

Kelas menjadi cukup ramai karena S berusaha untuk bergabung dengan semua anggota kelompoknya. Sementara itu, R dan C berkeliling kelas untuk memonitor pekerjaan S dan membantu saat S menemui kesulitan atau bertanya. R cukup kewalahan saat memonitor kelas karena banyak S yang bertanya padanya sehingga R harus berpindah dari tempat yang satu ke tempat yang lainnya. Beberapa S juga mendekat ke LCD untuk melihat gambar dengan jelas. Bahkan beberapa S laki – laki juga melihat langsung ke laptop R agar mendapat gambar yang lebih jelas.

Setelah beberapa saat, R bertanya "*Have you finished?*" "Yes Miss" jawab S. "*Can we start the game now?*" tanya R. "*Yes Miss, of course*" jawab S. Kemudian R memanggil kelompok satu per satu secara acak. Masing

– masing anggota kelompok bahkan berkumpul di barisan paling depan untuk bersiap – siap maju untuk menulis agar hal yang mereka tuliskan tidak sama dengan kelompok lain. Saat anggota tim sedang menulis di whiteboard, anggota lain bahkan membantunya dengan cara memperhatikan tulisan kelompok lain dan melarang perwakilan kelompoknya untuk menuliskan hal yang sama. Beberapa kali perwakilan kelompok menghapus tulisannya karena ternyata sama dengan tulisan kelompok lain. Hal tersebut dapat S lakukan untuk putaran pertama sampai ketiga. Sedangkan putaran selanjutnya, S mulai kebingungan untuk menuliskan hal yang berbeda dari kelompok lain. Kelas menjadi sangat ramai pada saat itu. R tidak menyangka bahwa S bisa menuliskan banyak kosa kata yang berhubungan dengan gambar dan kegiatan camping.

Setelah lima kali putaran, R menghentikan permainan “*Now, everybody please have a seat.*” Setelah semua S duduk dengan rapi dan lebih tenang, R mulai membahas hasil tulisan S. Dan akhirnya diperoleh hasil bahwa kelompok yang kalah adalah kelompok empat. Sebagai hukumannya semua anggota kelompok empat harus menyanyikan sebuah lagu bahasa Inggris di depan kelas. Karena tidak banyak tahu tentang lagu berbahasa Inggris, akhirnya mereka menyanyikan lagu Happy Birthday. S yang lain bersorak “Huuuuuuuu”. Kemudian R berkata “Bagi yang mengejek, silakan bergabung dengan kelompok empat untuk bernyanyi.” Kemudian semua S diam. “OK, give a big applause for team Four” ajak R saat kelompok empat selesai bernyanyi.

Kemudian R menyajikan slide baru pada S. slide tersebut berisi beberapa gambar yang masih berhubungan dengan *camping* dan kegiatan yang dilakukan para *campers*. Kemudian R bertanya “*What are the people doing in the pictures?*” S menjawab secara bergantian “*building the tent*”, “*cooking*”, “*eating foods*”, “*walking – walking Miss*”, “*sing in the night*” dan “*Searching kayu bakar Miss.*” “*Good answers*” puji R. kemudian R bertanya lagi “kayu bakar dalam bahasa Inggris itu apa sih? *Does anyone know?*” Salah satu S menjawab “*Wood* apa ya Miss?” kemudian R membantu “Kalau kayu kan *wood*, seperti kata Ibnu tadi, nah kalau bakar apa? Ada yang tahu?” Salah satu S menjawab “*Burn Miss.*” “*That’s closer.* Untuk kayu bakar, kayu tersebut kan yang dijadikan bahan utama untuk membuat api, jadi kata bakar di sini mengarah pada api, yaitu,” tiba – tiba salah satu S menyahut “*fire Miss, fire wood.*” “*Excellent.* Kata kayu bakar *in English is fire wood.*” Kemudian R memberi penjelasan “Nah, dari gambar di slide dan juga pengalaman kalian kan kalian sudah tahu kegiatan – kegiatan saat camping begitu juga dengan peralatan – peralatannya. Dan kalian juga sudah tahu kan bagaimana menyebutkan kegiatan dan peralatan camping dalam bahasa Inggris?” S menjawab “*Yes Miss.*” R melanjutkan penjelasan “Sekarang ada tugas untuk kalian.” “Apa Miss, apa?” jawab S. “Kalian masih ingat bagian – bagian dari *recount text* dan ciri-cirinya kan?” tanya R. “Mm, sedikit Miss.” “kalau begitu coba sebutkan bagian-bagiannya dan ciri-ciri dari setiap bagian.” “*Orientation*, bisa menjawab *who, where, when.* Trus yang *events*,

isinya yang dilakukan berikutnya dan berikutnya. Kalau yang terakhir...” jawab S kompak. “Yang terakhir *reorientation*, yaitu tentang...” tambah R. “Perasaannya Miss” jawab beberapa S. “Good answer” puji R.

R menjelaskan bahwa tiap pasangan akan diberi sebuah teks yang diacak. Teks tersebut berisi tentang kegiatan *camping* sekelompok remaja. R diminta untuk mengurutkan paragraf – paragraf dalam teks tersebut dengan urutan yang benar. Sebelum membagikan teks, R bertanya “Kalau kalian melihat gambar – gambar pada slide di *LCD projector* dan melihat judul teks yaitu *Camping on the Last Holiday*, apa yang ada di dalam pikiran kalian? Kira – kira teksnya nanti isinya bagaimana?” “Ya kegiatan – kegiatan pas camping Miss” jawab S kompak. Kemudian R bertanya lagi “Kegiatan yang seperti apa? *Mention them in English please*” S menjawab secara bersahut-sahutan sehingga kelas menjadi cukup ramai “Ya...*walk to the campsite*”, “*building the tent*”, “*cooking some foods*” “*eating*”, “*Singing and ngobrol at the night*”, “*Oiya, awalnya preparing the barang – barang dulu Miss.*” “*Great*” puji R. Selain itu, R juga menuliskan apa yang disebutkan S di whiteboard. R menjelaskan “OK, prediksi – prediksi kalian sudah Miss Citra tulis, nah nanti setelah mengurutkan teks, coba kita lihat, prediksinya banyak yang benar atau tidak. Deal?” “Deal” jawab S. Setelah memberikan penjelasan dan membagikan teks, R bertanya “*Is there any questions about the task?*” “*No Miss*, sudah jelas” jawab S. Sementara S mengerjakan tugas, R dan C berkeliling kelas untuk memonitor pekerjaan S dan membantu jika ada kesulitan. Banyak S yang membawa kamus dan kebanyakan juga tetap membuka – buka kamus mereka untuk mengartikan beberapa kosa kata. Setelah beberapa menit, R meminta S untuk mencocokkan hasil pekerjaan mereka. R meminta perwakilan dua S untuk menuliskan urutan paragraf di whiteboard. Banyak S yang mengacungkan jarinya karena ingin maju. Akhirnya R meminta seorang S perempuan dan S laki – laki untuk menuliskan jawabannya di whiteboard. Setelah didiskusikan dengan S, ternyata jawaban S laki – laki salah. Kemudian R berkata “Siapa yang urutannya benar, silakan tunjuk jari.” Ternyata banyak S yang menjawab dengan benar. Kemudian R juga bertanya tentang alasan kenapa urutannya seperti itu. Sebagian besar S menjawab dengan alasan yang benar, yaitu dengan mengingat ciri – ciri tiap bagian dalam recount text. Setelah itu, R membahas prediksi S yang dituliskan di whiteboard. Ternyata semua predksinya benar.

Setelah itu, R meminta S untuk *reading aloud* tiap – tiap paragraph dan membahas isi dari tiap paragraph sampai dengan selesai. Setelah selesai, R meminta S untuk mengerjakan tugas berikutnya yang sudah ada di handout mereka. Tugasnya berisi tentang mencari makna kosa kata yang berhubungan dengan teks dan menjawab pertanyaan seputar teks. Setelah beberapa saat, R dan S membahas jawaban dari tugas – tugas tersebut. Untuk tugas mencari kosa makna kosa kata, R meminta perwakilan S untuk maju menuliskan jawaban mereka. Banyak S yang mengacungkan jari untuk bisa menuliskan jawaban mereka. Hal ini membuat R sedikit kebingungan karena beberapa S kecewa saat mereka tidak jadi ditunjuk untuk maju. Setelah selesai membahas

jawaban R bertanya “Siapa yang jawabannya benar semua?” Hampir semua S mengacungkan jari. Untuk tugas menjawab soal seputar teks, R membahasnya secara langsung tanpa menunjuk S, karena waktunya tinggal sedikit. Saat membahas jawaban dari pertanyaan terakhir, tiba – tiba bel berbunyi. R kemudian bergegas membacakan jawabannya dan menutup pelajaran.

GB2 kemudian menyerahkan *observation checklist* yang sudah diisi pada R dan meminta izin untuk kembali ke ruang guru karena sudah jam istirahat. Sementara itu, R dan C tetap di kelas untuk mewawancarai beberapa S.

Setelah selesai wawancara, R menemui GB2 di ruang guru. R dan GB2 membahas tentang implementasi yang baru saja dilaksanakan. Setelah itu, R member tahu materi untuk implementasi berikutnya. R juga meminta izin bahwa R tidak bisa melakukan implementasi pada hari Senin karena ada kepentingan keluarga. Oleh karena itu, R meminta GB2 untuk mengisi kelas VIII C dengan materi beliau terlebih dahulu.

Setelah selesai berdiskusi, pukul 11.40 R dan C berpamitan untuk pulang.

**No : FN.12**  
**Hari, tanggal : Selasa, 22 Oktober 2013**  
**Waktu : 11.20 – 13.30**  
**Tempat : Ruang Guru, dan Kelas VIII C**  
**Kegiatan : Implementasi Cycle II Pertemuan Kedua**  
**Responden : R : Peneliti**  
**GB2 : Guru Bahasa Inggris 2**  
**C : Colleague as the collaborator 2**  
**S : Siswa**

Pukul 11.20 R dan C tiba di sekolah. S langsung menuju ruang guru untuk meminjam *LCD projector* dan langsung menuju kelas VIII C karena GB2 sudah menunggu di sana.

Sesampainya di depan kelas VIII C, R, C, dan GB2 bergegas memasuki kelas. Keadaan kelas saat itu cukup ramai. GB2 kemudian menyerahkan kendali kelas dan duduk di bangku paling depan sebelah pojok kiri untuk mengamati proses pembelajaran. R kemudian mulai mengambil kendali kelas, sedangkan C mempersiapkan *LCD projector* dan perlengkapan yang dibutuhkan untuk mengajar. Selain itu, R juga memberikan sebuah *observation guideline* untuk C dan GB2.

Setelah semuanya siap, R membuka pelajaran dengan mengucapkan salam dan menanyakan kabar siswa serta menanyakan apakah ada siswa yang tidak hadir. Ternyata hari itu semua siswa hadir. Setelah itu, R menanyakan materi yang telah dipelajari pada pertemuan sebelumnya. S menjawab “*about camping Miss.*” R bertanya lagi, “*What is the type of the text?*” S menjawab “*recount text*” tapi ada juga salah satu S yang menjawab “*descriptive text*”

Miss.” Kemudian R menjelaskan bahwa pertemuan kali ini materinya masih tentang *recount text*, tapi dengan tema yang berbeda. “*Our topic today is about feeling not well*. Ada yang tahu tidak itu tentang apa?” tanya R. Ternyata sebagian besar S hanya terdiam dan/atau berbisik – bisik. Kemudian R menunjuk salah satu S. “Feeling not well itu tentang apa sih kira – kira?” Kemudian S menjawab “Merasa tidak baik Miss.” “*That’s right*” puji R. “Maksudnya merasa tidak baik itu merasa tidak sehat. Jadi hari ini tema kita adalah tentang seseorang yang sakit. R bertanya “apakah kalian pernah sakit?” kemudian S menjawab “Ya Miss.” “Sakit apa?” lanjut R. S menjawab “batuk, flu, panas, kedinginan, kanker, sakit hati, dan lain – lain Miss” “Kanker? Kantong kering maksudnya? Kalau itu sih Miss Citra juga sering.” “Hahahaha” sahut S kompak. “Kalau begitu tahu nggak bagaimana cara menyebut jenis – jenis penyakit dalam bahasa Inggris?” tanya R. “*Flu, fever, trus apa lagi ya?*” jawab beberapa siswa. “*Good*. Kalau batuk itu *cough*, sakit kepala itu *headache*, ...” jelas R. R menuliskan berbagai jenis penyakit itu di whiteboard. R juga menjelaskan tentang *suffix –ache* yang digunakan untuk menyebutkan nama suatu penyakit. Selain itu, R juga mengajarkan cara membacanya.

Setelah itu, R menyajikan sebuah slide. Slide tersebut berisi beberapa gambar tentang orang yang sakit. Ada gambar orang sedang demam, kedinginan, batuk, dan juga diopname. Kemudian R bertanya beberapa hal seperti berikut.

- R : *What do you see in the slide?*  
 S : orang kedinginan, *cough, fever*.  
 R : *Good. What else?*  
 S : Itu, orang sedang diinfus.  
 R : *What is orang kedinginan in English? Does anyone know?*  
 S : *(silent)*  
 R : *What is dingin in English?*  
 S : *Cold Miss*  
 R : *Good answer*. The word kedinginan atau masuk angin in English is *cold*.  
 S : Oh...  
 R : *Have you ever been like them?*  
 S : *Yes Miss*.  
 R : *What did you usually do when you got such kind of sickness?*  
 S : Buy some obat in apotek.  
 R : *What else?*  
 S : *Go to the doctor Miss*.  
 R : *How about hospital? Have you ever been there?*  
 S : *Yes Miss, when sakitnya parah*.  
 R : *Oh...back to the picture, what do you see beside the things you have mentioned previously?*  
 S : Orang sedang diinfus Miss.  
 R : *What is orang sedang diinfus in English?*

S : (*silent*)

R : Orang yang sedang diinfus itu kan sedang dirawat di rumah sakit atau diopname. Nah untuk mengatakan diopname dalam bahasa Inggris itu *hospitalized*.

Setelah sesi tanya jawab untuk slide pertama, R kemudian menyajikan slide kedua. Slide kedua berisi tentang urutan gambar seseorang yang sedang sakit, mulai dari sakit di rumah, sampai dirawat di rumah sakit. Gambar – gambar pada slide tersebut sesuai dengan teks yang akan diberikan kepada S. Selain itu, slide juga dilengkapi dengan judul teks. R kemudian bertanya pada R seperti berikut.

R : *What are those pictures?*

S : orang sedang cold, naik taxi, diperiksa oleh dokter, *hospitalized*, drink medicine, and naik taxi lagi. (jawab S secara bersahut - sahutan)

R : *Great. Later on, I will give you a text. The text is about those pictures and the title is being hospitalized. Now, your task is to predict the content of the text by noticing the pictures.* Jadi, teksnya nanti adalah teks yang berhubungan dengan gambar – gambar dan judul ini. Jadi kalian secara berpasangan bertugas untuk memprediksi isi teks dengan petunjuk gambar dan judul yang ada di slide. Is it understood?

S : Yes Miss. Prediksinya seperti yang kemarin – kemarin kan Miss, boleh kata ataupun kalimat.

R : Yes.

Sementara S melakukan prediksi, R dan C berkeliling kelas untuk memonitor pekerjaan S. R dan C juga membantu S saat mereka menemui kesulitan. Sebagian besar S membawa kamus, sehingga S lebih mandiri dalam melakukan prediksi.

Setelah selesai memprediksi, R dan C membagikan handout yang berisi teks dan tugas – tugas yang berhubungan dengan teks tersebut. R kemudian meminta S untuk melakukan scanning dan skimming untuk mengecek prediksi mereka. Setelah itu R bertanya “*have you finished checking your predictions?*” S menjawab “*Not yet Miss.*” Beberapa menit kemudian R bertanya lagi “*have you finished checking your prediction?*” S menjawab “Sudah Miss.” “*So, how is your predictions? How many predictions which are true?*” tanya R. kemudian S menjawab “*Many Miss.*” “Iya Miss, banyak yang sesuai sama gambarnya yang tadi”, tambah seorang S. “*So, it can be said that the pictures really help you in making prediction right?*” jelas R. “*Yes Miss.* Gambarnya membantu, jadi lebih gampang prediksinya,” jawab S kompak.

Setelah itu, R membantu S untuk memahami isi tiap paragraf. Pertama – tama R meminta beberapa S untuk *reading aloud*. Kebetulan beberapa S laki – laki di pojok belakang banyak berbicara sendiri, sehingga R meminta keempat S tersebut untuk *reading aloud*. S yang lain bertugas untuk memperhatikan teman mereka yang sedang membaca sambil



menggarisbawahi kata – kata yang sulit. Setelah selesai membaca satu paragraf, R bertanya inti dari paragraf tersebut “*What is the main idea of the paragraph?*” Salah satu S menjawab “*Irma was hospitalized last month.*” “*Great answer*” tanggap R. “Ya, main ideanya adalah *Irma was hospitalized last month* karena kalimat selanjutnya menjelaskan tentang alasan Irma diopname. *Then, is there any difficult word?*” “*No Miss*” jawab S. R dan S melakukan hal yang sama hingga paragraf terakhir. Untuk difficult words, tidak semuanya dibahas karena tugas S selanjutnya adalah mencari makna dari beberapa kata yang sesuai dengan teks yang dibahas.

Setelah selesai membahas isi teks, R meminta S untuk mengerjakan tugas seputar teks. Tugasnya adalah mencari makna dari beberapa kata yang ada di teks dan menjawab pertanyaan seputar teks. Seperti biasanya, R dan C berkeliling kelas untuk memonitor pekerjaan S dan membantu saat ada kesulitan atau pertanyaan. Karena isi teks sudah dibahas, tugas menjadi lebih ringan dan S dapat menyelesaikan dengan lebih cepat. R kemudian meminta perwakilan dari beberapa S untuk menuliskan jawaban mereka di *whiteboard* “*Who wants to answer task one number two?*” Banyak S yang mengacungkan jarinya untuk menjawab pertanyaan. R cukup kebingungan dalam memilih S yang akan menjawab pertanyaan karena S tampak kecewa saat dirinya tidak ditunjuk untuk menjawab pertanyaan. Baik tugas mencari makna dari beberapa kosa kata maupun pertanyaan seputar teks, sebagian besar S menjawab dengan benar. Untuk tugas menjawab pertanyaan seputar teks, rata – rata S membuat satu jawaban salah.

Setelah selesai membahas jawaban dari tugas – tugas seputar teks, masih tersisa waktu lima belas menit. R memutuskan untuk melakukan achievement test yang kedua. Ada sepuluh soal pilihan ganda dengan dua teks recount. Kemudian R dan C membagikan lembar soal dan jawaban. Setelah itu R menjelaskan aturan dalam test tersebut. Setelah selesai, R dan C mengawasi S dalam mengerjakan soal. Lima belas menit telah berlalu, dan bel sudah berbunyi, R bertanya “Sudah selesai semuanya?” Jawaban S berbeda – beda. Sebagian besar sudah selesai, tapi ada beberapa yang belum selesai. Kemudian R memutuskan untuk menunggu S yang belum dan member waktu tambahan selama lima menit dan bagi S yang sudah selesai bisa mengumpulkan lembar jawab mereka dan persiapan untuk pulang. GB2 kemudian meminta izin untuk kembali ke ruang guru terlebih dahulu.

Setelah lima menit berlalu, semua S sudah selesai dan mengumpulkan lembar jawab mereka. Kemudian R menutup pelajaran dan meminta salah satu S untuk memimpin doa sebelum pulang. Seperti biasanya, R dan C melakukan wawancara pada beberapa S yang sedang bertugas piket.

Setelah selesai wawancara, R menemui GB2 di ruang guru. R dan GB2 membahas tentang pembelajaran yang baru saja dilaksanakan dan rencana untuk berikutnya. Setelah berdiskusi kurang lebih lima menit, R dan C berpamitan untuk pulang.

No : FN.13

**Hari, tanggal : Kamis, 24 Oktober 2013**  
**Waktu : 09.50 – 11.40**  
**Tempat : Ruang Guru, dan Kelas VIII C**  
**Kegiatan : Post Test**  
**Responden : R : Peneliti**  
**GB2 : Guru Bahasa Inggris 2**  
**C : Colleague as the collaborator 2**  
**S : Siswa**

R dan C tiba di SMP N 1 Mlati pada jam 9.50, kemudian langsung menuju ke ruang guru karena jam pelajaran akan segera dimulai. Sesampainya di ruang guru, R langsung menyapa dan berjabat tangan dengan GB2. GB2 kemudian menanyakan tentang kesiapan R untuk melakukan post test.

Bel berbunyi, pukul 09.55, R, C, dan GB2 bergegas untuk menuju kelas VIII C. sesampainya di kelas VIII C, R kemudian menyapa S dan menanyakan kabar mereka. Pada saat itu semua S hadir. Setelah itu, GB2 menyerahkan kendali kelas dan berpamitan untuk ke ruang guru.

R dan C kemudian membagikan lembar soal dan lembar jawaban. Terdapat tiga puluh soal pilihan ganda dalam post test tersebut. Kemudian R menjelaskan aturan dalam mengerjakan post test. R memberikan waktu 60 menit untuk mengerjakan test.

Sementara S mengerjakan test, R dan C berkeliling kelas untuk mengawasi S dalam mengerjakan soal. Beberapa S bertanya baik pada R maupun C tentang maksud dari beberapa butir soal. Di pertengahan test, beberapa S terutama S laki – laki mulai ramai. Beberapa ada yang berbalik ke belakang untuk berbicara dengan temannya. Ada juga S yang bertanya jawaban dari beberapa soal. Kemudian R memperingatkan dengan cukup tegas. Alhasil, S kembali tenang. Selain itu, GB2 juga kembali ke kelas sehingga S menjadi lebih tenang.

Pukul 10.50 S ternyata sudah selesai mengerjakan post test. Kemudian, R meminta S untuk mencocokkan jawabannya. Setelah semua jawaban telah disebutkan dan S sudah selesai mengoreksi hasil pekerjaan temannya, R meminta S untuk mengumpulkan lembar jawaban.

Ternyata masih tersisa waktu lima belas menit. R memutuskan untuk mengajak S bernyanyi sambil bermain game. Pertama – tama R bertanya “Apakah kalian tahu lagu *jika kau suka hati tepuk tangan?*” S menjawab “Iya Miss, tahu.” “Apakah kalian tahu lagu tersebut versi Bahasa Inggris?” tanya R. “Tidak Miss” jawab S kompak. Kemudian R menuliskan lirik dari lagu tersebut di whiteboard. Dalam lagu tersebut terdapat beberapa perintah, yaitu yang pertama *clap your hands*, yang kedua *shake your body*, ketiga *shout horray*, dan yang terakhir adalah *do all three*. R kemudian mengajarkan lagu ini kepada S. Setelah itu R memulai gamenya. R menjelaskan “di dalam lagu itu ka nada perintahnya, nah nanti saat menyebutkan perintahnya dan ada salah satu dari kalian atau beberapa yang salah gerakan atau diam saja akan dikenakan hukuman. setuju?” “*Yes Miss*, setuju banget” jawab S kompak. Saat

itu kelas menjadi sangat ramai, dan S terlihat sangat menikmati dan antusias karena itu adalah hal yang baru bagi mereka. Bahkan saat jam istirahatpun beberapa dari S masih menyanyikan lagu tersebut berikut juga dengan gerakannya.

Setelah game selesai, R dan C berpamitan kepada S dan meminta maaf jika ada kesalahan. R kemudian menemui GB2 dan berpamitan. Sebelum R pulang, GB2 meminta salinan dari semua materi dan soal – soal pada test test yang telah dilakukan. Setelah itu R dan C berpamitan untuk pulang.

# **APPENDIX B**

## **INTERVIEW TRANSCRIPTS**

## Interview Transcript

**No** : Interview 1  
**Hari, tanggal** : Kamis, 28 Maret 2013  
**Waktu** : 11.15  
**Tempat** : Ruang Perpustakaan  
**Responden** : R : Peneliti  
GB1 : Guru Bahasa Inggris 1

- R : Maaf Bu, saya mau bertanya beberapa hal mengenai proses pembelajaran Bahasa Inggris untuk kelas VII C bisa?
- GB1 : Ya mbak, silakan saja.
- R : Kesulitan apa yang biasa siswa hadapi selama proses pembelajaran bahasa Inggris, terutama reading?
- GB1 : Karena saya juga baru mengajar di sini, sejauh ini sih kesulitan siswanya ya di kosa kata mbak. Anak – anak, terutama kelas VII C memang minim kosa katanya. Kebetulan saya wali kelasnya mbak. Nilai di mata pelajaran bahasa Inggris ya paling jelek mbak diantara kelas – kelas yang lain.
- R : Oh, begitu ya. Lalu, kalau untuk mencari kata – kata sulit dalam teks biasanya bagaimana Bu?
- GB1 : Ya biasanya saya suruh cari di kamus mbak, sekalian biar mereka terbiasa bawa kamus. Tapi kadang ya saya kasih clues, terus mereka suruh menebak.
- R : Kalau urutan pengajaran reading sendiri bagaimana Bu?
- GB1 : Kalau saya ya apersepsi dulu, terus memahami isi teks, dan terakhir mengerjakan tasks seputar teks mbak.
- R : Kalau di apersepsi, kegiatan yang biasa dilakukan apa saja Bu?
- GB1 : Ya dikenalkan dulu judul teks dan arti dari judul itu. Biasanya sih saya tanyakan ke siswa artinya itu.
- R : Lalu, apa pernah Ibu dan siswa melakukan diskusi tentang judul teks? Ya misal membahas judul teksnya dan dikaitkan dengan pengalaman siswa begitu.
- GB1 : Wah, gak pernah e mbak, paling ya tanya artinya, terus saya ajarkan reading aloud.
- R : Kalau media yang biasa digunakan apa Bu?
- GB2 : Ya karena ada LCD dan kebetulan ada di kelas VII, saya kadang memakainya mbak, terutama yang di kelas VII C kan LCDnya agak gampang, sekalian latihan mbak. Biasanya saya pakai untuk menampilkan teks dari buku tertentu yang siswa belum punya. Misalnya seperti tadi mbak, kan saya menampilkan teks dari buku scaffolding.
- R : Apakah Ibu pernah menampilkan sebuah gambar yang sesuai dengan teksnya?

- GB1 : Ya itu tergantung dari buku yang dipakai mas. Kalau ada gambarnya ya sekalian ditampilkan, kalau nggak ada ya nggak pakai. Itupun kalau pas saya pakai LCD.
- R : kalau sumber belajarnya bagaimana Bu, apa terkadang ibu ambil dari internet?
- GB1 : Ya itu tadi mbak, dari buku paket dan LKS. Kalau internet sih nggak pernah mbak, soalnya lumayan ribet. Harus ke warnet dulu, jadinya males. Kalau sumber belajar dari luar sekolah paling ya kalau dapat buku paket dalam bentuk *soft file*, seperti scaffolding itu tadi, ya saya pakai juga.
- R : Oh begitu ya Bu. Terima kasih banyak ya atas waktunya.

**No : Interview 2**  
**Hari, tanggal : Kamis, 28 Maret 2013**  
**Waktu : 09.00**  
**Tempat : Ruang Kelas**  
**Responden : R : Peneliti**  
**S : Siswa**

- R : Selamat pagi Dik, namanya siapa?
- S : Soni
- R : Ini, kakak mau tanya – tanya tentang pelajaran Bahasa Inggris. Menurutmu pelajaran bahasa Inggris itu gimana Dik?
- S : Wah...gimana ya, ya ada enakya juga.
- R : Enaknya di mana Dik?
- S : Ya enak di cara belajarnya.
- R : Maksudnya enak di cara belajarnya gimana Dik?
- S : Ya...enak aja belajar bahasanya bule.
- R : Oh...ada kesulitan gak Dik di pelajaran bahasa Inggris?
- S : Ada mbak.
- R : Apa Dik?
- S : Mmm kalo dari bahasa Inggris ke bahasa Indonesianya itu lho mbak.
- R : O berarti menerjemahkan bahasa Inggris ke Indonesia gitu. Kalo misalnya membaca teks bahasa Inggris gitu, apa yang biasa kamu lakukan untuk memahami isi teks?
- S : Ya dibaca aja. trus diterjemahin.
- R : Cara menerjemahkannya gimana Dik?
- S : Ya buka kamus aja mbak.
- R : Jadi sering buka kamu?
- S : Iya mbak, kan kalo dapat bacaan bahasa Inggris gitu langsung diterjemahin pakai kamus.
- R : Sekarang tentang pembelajarannya. Menurutmu bu Dewi kalo ngajar gimana Dik?
- S : Enak.

R : Enaknya di mana?  
 S : Ya gak galak gitu.  
 R : Kalau pas ngajar reading, ibunya suka pakai gambar gitu gak Dik?  
 S : Ya kadang pakai, tapi bukan pas reading kak.  
 R : Lha kalau pelajaran reading ibunya biasanya bagaimana? Apa dikasih tahu topic/ judulnya dulu trus dibahas, kalau nggak ya dikasih tahu topiknya trus memncoba memprediksi isinya gitu nggak? Atau Cuma dikasih teks trus langsung dibaca dan mengerjakan pertanyaan tentang teks?  
 S : Nggak mbak. Biasanya ya dikasih teksnya, trus ditunjuk salah satu siswa buat baca keras, trus mengerjakan soal.  
 R : Oh..gitu ya. Nah, kalau nilai pelajaran bahasa Inggris gimana Dik?  
 S : Wah jeblok mbak.  
 R : kenapa?  
 S : Ya banyak yang nggak tahu artine e mbak.  
 R : Oh ya sudah, makasih ya Dik.

**No : Interview 3**  
**Hari, tanggal : Kamis, 28 Maret 2013**  
**Waktu : 11.25**  
**Tempat : Lab. IPA**  
**Responden : R : Peneliti**  
**S1 : Siswa (Riza)**  
**S2 : Siswa (Rifai)**

R : Pagi Dik, namanya siapa aja nih?  
 S1 : Riza.  
 S2 : Rifai  
 R : Mau tanya – tanya tentang bahasa Inggris nih, menurut kalian pelajaran bahasa Inggris tu susah apa nggak?  
 S1 : Agak susah.  
 S2 : Susah.  
 R : Susahnya di mana Dik?  
 S1 : Ya pokoknya susah, nggak...nggak tahu artinya gitu.  
 R : Kalau dik Rifai gimana?  
 S2 : Ya sama, susah artinya.  
 R : Kalau reading nih, biasanya apa yang kalian lakukan untuk memahami isi teks? Buka buka kamus atau bagaimana Dik?  
 S1&S2: Ya iya tho mbak, buka buka kamus gitu buat ngartiinnya.  
 R : Jadi, sering buka kamus gitu ya pas reading?  
 S1&S2: Iya mbak.  
 R : Kalau kesulitannya dalam bahasa Inggris apa Dik? Ayo dik Riza dulu.  
 S1 : Membaca mbak.

R : Maksudnya membaca itu bagaimana? Susah cara bacanya atau susah nyari artinya?

S1 : Dua – duanya mbak. Cara bacanya ya susah, apalagi artinya, ndadak buka kamus.

R : Kalau Rifai gimana?

S2 : Sulit e Bu buat memahami teksnya.

R : Maksudnya banyak yang nggak tahu arti dari vocab – vocabnya gitu ya?

S2 : Iya.

R : Sekarang tentang cara mengajar bu Dewi. Menurut Riza Bu Dewi kalau mengajar bahasa Inggris bagaimana?

S1 : Enak mbak.

R : Kalau Rifai gimana?

S2 : Enak Bu, nggak galak e.

R : Bu Dewi sering pakai gambar, video atau media yang lain gitu nggak Dik kalau ngajar?

S1&S2: Ya...kadang pakai mm...apa itu namanya,

R : LCD maksudnya?

S1&S2: Iya, buat nampilin teks gitu.

R : Kalau mengajar reading gimana Dik? Dikasih teks langsung disuruh baca dan menjawab soal tentang teks atau bagaimana?

S1&S2: Iya, biasanya diajarin cara bacanya juga.

R : Pernah nggak Dik kalau reading tuh dikasih tahu topiknya/judulnya dulu, trus dibahas dengan cara gurunya tanya – tanya ke adik tentang arti judulnya, tentang apakah adik tahu atau pernah punya pengalaman yang sesuai dengan topic/judulnya gitu?

S1&S2: Nggak pernah mbak. Biasanya ya langsung baca teksnya.

R : Oh gitu tho. Ya sudah, makasih ya Dik.

**No : Interview 4**  
**Hari, tanggal : Kamis, 28 Maret 2013**  
**Waktu : 11.30**  
**Tempat : Lab. IPA**  
**Responden : R : Peneliti**  
**S1 : Siswa (Mega)**  
**S2 : Siswa (Ibnu)**

R : Selamat pagi Dik...eh ini pagi atau siang ya?

S2 : Siang.

R : Oh, kalau gitu, selamat siang Dik, namanya siapa?

S1 : Mega

S2 : Ibnu

R : Menurut kalian, pelajaran bahasa Inggris tuh gimana sih Dik?

S1 : Bahasa Inggris menurut saya ya menyenangkan.

R : Menyenangkannya gimana Dik?



S1 : Paling ya kalau bahas – bahas soal gitu.  
R : Kalau Dik Ibnu gimana?  
S2 : Agak susah  
R : Agak susahnya di mana?  
S2 : Terjemahannya.  
R : Kalau begitu sering bawa kamus nggak?  
S2 : Sering, kan buat nerjemahin.  
R : Ok, nah kalau kesulitan kalian dalam bahasa Inggris apa Dik?  
S1 : Kalau mengerjakan soal, trus nggak tahu artinya.  
R : Oh, berarti vocabnya ya. Kalau nggak tahu arti dari beberapa kata gitu, apa yang kamu lakukan?  
S1 : Tanya sama teman, kalau nggak tahu ya buka kamus.  
R : Kalau Ibnu bagaimana?  
S2 : apa?  
R : Kalau menemui kesulitan pas lagi baca teks bahasa Inggris, apa yang kamu lakukan?  
S2 : Ya...dipilih sing paling dong dulu. Diwaton, rak tekon – tekon mbak, di kira – kira sing paling bisa dulu. Sebisanya mbak.  
R : Oke...kalau menurut kalian, bu Dewi kalau ngajar bagaimana?  
S2 : Yo penak banget mbak. Sok ngasih soal yang gampang, sok nambahi nilai juga. (tertawa)  
R : Kalau misalnya di reading Dik, Ibunya biasanya kalau ngajar bagaimana, awal – awalnya ngapain dulu gitu?  
S2 : Yo...sok dicontohin cara bacanya trus disuruh ngulangin. Trus abis itu ngerjain soal deh.  
R : Kalau Dik Mega gimana?  
S1 : Sama seperti Ibnu, tapi biasanya kalau nggak tahu artinya tuh disuruh tanya gitu mbak.  
R : Nah, soal media nih, Bu Dewi biasanya pakai media apa? Sering nggak pakai gambar – gambar gitu?  
S1&S2: Pakai LCD kadang - kadang. Seringnya video – video tentang lagu gitu.  
R : Nah, kembali ke reading, sebelum membaca sebuah teks, apakah adik selalu melihat judul teksnya?  
S1&S2: Ya iya mbak.  
R : Nah, kalau misalnya ada gambar pada teks yang akan dibaca, apakah adik memperhatikan gambar tersebut?  
S1 : Iya.  
S2 : Ya iya mbak kalau ada gambarnya, tapi hampir nggak pernah ada gambarnya sih, kan kalau teks di LKS jarang ada gambarnya.  
R : Oh...Apa adik pernah mengungkapkan hal-hal yang sudah adik ketahui waktu tahu judul teksnya? Misal dapat judul my school, apa adik pernah mengatakan, ini nanti pasti tentang keadaan sekolah, bangunan – bangunan sekolah, jumlah kelasnya, dll. Gitu?  
S2 : Ya cuma dibatin mbak.

R : Nggak pernah dibahas sama gurunya gitu pas sebelum membaca teksnya?  
 S1&S2: Nggak pernah, kan langsung disuruh niruin cara bacanya.  
 R : Oh...pernah nggak Dik memprediksi isi teks dari judul atau gambarnya kalau memang ada?  
 S1&S2: Nggak pernah.  
 R : Oh ya sudah, makasih ya Dik.

**No : Interview 5**  
**Hari, tanggal : Kamis, 28 Maret 2013**  
**Waktu : 11.30**  
**Tempat : Lab. IPA**  
**Responden : R : Peneliti**  
**S1 : Siswa (Devi)**  
**S2 : Siswa (Nadya)**

R : Saya mau tanya – tanya tentang bahasa Inggris nih. Menurut kalian pelajaran bahasa Inggris tuh gimana Dik?  
 S1 : Ya agak susah.  
 R : Kalau kamu gimana Dik?  
 S2 : Ya lumayan susah gitu lah.  
 R : Susahnya itu di mana sih Dik?  
 S2 : Mm hafalin verb – verb itu loh.  
 R : Oh, jadi vocabnya gitu ya, susah karena banyak yang gak tahu artinya gitu ya?  
 S1&S2: Iya.  
 R : Biasanya apa yang kalian lakukan saat menemui kesulitan? Misalnya ya, kan dikasih teks bahasa Inggris gitu, trus pas baca kok ada yang nggak tahu artinya, biasanya apa yang kalian lakukan?  
 S1 : Tanya Bu Dewi aja.  
 S2 : Buka kamus.  
 R : Jadi, sering bawa kamus nggak nih kalau pelajaran bahasa Inggris?  
 S2 : Iya, bawa.  
 S1 : Nggak pernah, kan bisa tanya Bu Dewi langsung..  
 R : Kalau Bu Dewi nggak mau jawab gimana?  
 S1 : Nah, nanti baru pinjam kamus.  
 R : Nah, kalau reading biasanya bagaimana Dik? Apa yang biasanya dilakukan kalau reading? Dikasih teks trus gimana?  
 S1&S2: Ya biasanya dikasih teks trus ditunjuk disuruh baca di depan kelas gitu.  
 R : Abis itu gimana Dik?  
 S1&S2: Abis itu ya kalau ada soalnya trus dkerjain, kalau nggak ada ya cuma diterjemahin teksnya trus dihafalin.

R : Biasanya kalo pas nerjemahin teksnya, suka ditanyain BuDewi apa ada kata yang sulit gitu nggak Dik?

S1&S2: Iya, kadang – kadang ditanyain.

R : Trus yang nemuin jawabannya biasanya siapa? Apa Bu Dewi sendiri yang akhirnya jawab?

S1&S2: Iya (tertawa). Tapi kadang ya ada yang jawab mbak.

R : Bu guru suka pakai alat bantu atau media apa Dik pas reading? Apa pakai LCD gitu?

S1&S2: Iya, kadang – kadang pakai LCD.

R : Biasanya buat apa Dik?

S1&S2: Ya buat nampilin teksnya itu mbak.

R : Oh...gitu. Mm, pernah nggak Dik pas reading tuh dikasih tahu judulnya dulu trus membahas judulnya aja?

S2 : Iya pernah.

R : Yang dibahas apa saja Dik?

S2 : Ya artinya.

R : Mm...pernah nggak ditanyain Bu guru tentang apa yang kalian ketahui tentang judul teks ini atau topic ini gitu nggak pas membahas judul/ atau topic teks?

S1&S2: Nggak, biasanya ya cuma artinya apa gitu.

R : Nggak pernah ditanya misalnya apa kalian mempunyai pengalaman pribadi yang sama dengan topic/judul teksnya gitu?

S1&S2: Nggak.

R : Nah kalau kalian sendiri, sebelum membaca teksnya apa selalu memperhatikan judulnya dulu?

S1 : Kadang ya langsung baca aja.

S2 : Iya, perhatikan judulnya dulu.

R : Kalau ada gambar pada teks yang akan dibaca, apakah adik memperhatikan gambar tersebut?

S2 : Iya.

R : Buat apa Dik?

S2 : Biar tahu kira – kira nanti tentang apa gitu.

R : Nah, kalau sudah lihat judul atau gambar yang ada pada teks, kalian bisa nggak memprediksi kira – kira isinya tentang apa gitu?

S2 : Ya kadang bisa mbak.

R : Kok bisa kira – kira kenapa Dik?

S2 : Ya karena ada gambarnya, pasti kan isinya nanti nggak jauh dari gambarnya.

R : Oh..begitu. Apa adik pernah mengungkapkan hal – hal yang sudah adik ketahui tentang teks setelah melihat judul atau gambarnya?

S2 : Jarang sih, jarang yang ada gambarnya juga.

R : kalau kamu gimana Dik?

S1 : Sama mbak, paling kalau ada ya cuma dibatin aja.

R : Dibatinnnya gimana Dik?

S1 : Ya gimana ya...

R : bilang kalau wah ini nanti pasti isinya tentang ini...itu...gitu Dik?  
 S1&S2: Iya mbak.  
 R : pernah nggak disuruh Bu guru buat ngungkapin perkiraan kalian tadi tentang isi teks setelah melihat judul atau gambarnya?  
 S1&S2: Nggak pernah.  
 R : Oh begitu, terima kasih ya Dik.

**No : Interview 6**  
**Hari, tanggal : Kamis, 28 Maret 2013**  
**Waktu : 11.30**  
**Tempat : Lab. IPA**  
**Responden : R : Peneliti**  
**S1 : Siswa (Rafela)**  
**S2 : Siswa (Ninda)**

R : Siang Dik, namanya siapa?  
 S1 : Rafela  
 S2 : Ninda  
 R : Mau tanya – tanya sedikit tentang bahasa Inggris. Menurut kalian, pelajaran bahasa Inggris tuh susah nggak sih?  
 S1 : Ya gimana ya, ada gampangnya ada susahnyanya.  
 R : Gampangnya di mana, susahnyanya di mana?  
 S1 : Mmm gimana ya...susahnyanya tuh pas ngartiin.  
 R : Kalau Ninda gimana?  
 S2 : Ya menyenangkan.  
 R : menyenangkan di mana?  
 S2 : Ya kadang ada main gamenya gitu.  
 R : kalau kesulitan kalian dalam bahasa Inggris apa Dik?  
 S2 : Itu, cara ngomongnya, cara membacanya gitu.  
 R : Kalau Rafela?  
 S1 : Susahnyanya tuh kalau suruh jawab pertanyaan gitu.  
 R : Maksudnya jawab pertanyaan tentang teks gitu? Trus susah memahami teksnya?  
 S1 : Iya.  
 R : Kalau vocabnya gimana Dik? Kalau misalnya lagi baca teks, trus ada yang nggak tahu artinya, apa yang kalian lakukan?  
 S1&S2: Tanya teman.  
 R : Kalau temannya nggak tahu?  
 S1&S2: Tanya Bu Dewi.  
 R : Nggak buka kamus?  
 S1 : Ya kadang sih, soalnya kadang juga nggak bawa.  
 S2 : Iya, seringnya minjam teman e mbak, berat e.  
 R : Oh...kalau cara mengajar Bu guru menurut kalian gimana?  
 S1 : Ya enak sih.

S2 : Tapi kadang tuh suka ngulangin materi yang udah lama banget, trus jadinya malah bahas materi itu, bukan materi yang sebenarnya atau nerusin yang sebelumnya gitu.

R : Pernah bosan nggak Dik?

S1&S2: Iya.

R : Kenapa?

S2 : Ya cara njelasinnya mungkin ya, bikin ngantuk e.

R : Kalau pas pelajaran gitu, ibunya tuh keliling kelas atau Cuma di depan gitu?

S1&S2: Cuma di depan.

R : Kalau pas reading biasanya ngapain aja Dik? Awalnya ngapain, trus ngapain gitu?

S2 : Ya dikasih teks, trus dicontohin cara bacanya, trus disuruh niruin, abis itu jawab pertanyaan tentang teks.

R : Kalau media, kayak alat peraga/alat bantu gitu, Bu guru seringnya pakai apa? Sering pakai LCD buat nampilin sesuatu gitu?

Si&S2 : Jarang sih. Biasanya ya cuma pakai LKS dan kadang buku paket.

R : Oh gitu ya, ya sudah, makasih ya Dik.

**No : Interview 7**

**Hari, tanggal : Kamis, 26 September 2013**

**Waktu : 11.00**

**Tempat : Ruang Kelas VIII C**

**Responden : R : Peneliti**

**S1 : Siswa (Eneng)**

**S2 : Siswa (Ais)**

R : Selamat siang Dik, namanya siapa?

S1 : Eneng

S2 : Ais.

R : Mau tanya sedikit tentang bahasa Inggris. Apa yang kalian lakukan untuk memahami teks bahasa Inggris?

S1 : Kalau saya tak cari kata kuncinya mbak.

R : Kalau Ais gimana?

S2 : Sama mbak.

R : Mm, kok tahu arti dari kata kuncinya itu gimana Dik caranya?

S1 : Kan kalau kelas VIII ada vocab gitu mbak, disuruh ngafalin trus tiap minggu ada kayak kuis tentang vocab itu.

R : Oh...gitu. Trus kalau dikasih teks gitu ya, sebelum membaca teksnya, sering nggak memperhatikan judul teksnya dulu gitu?

S1&S2: Iya mbak.

R : Kalau misalnya ada gambarnya, kalian perhatikan gambarnya dulu nggak sebelum membaca teksnya?

S1&S2: Iya.

R : Kira – kira untuk apa kalian memperhatikan judul dan gambarnya itu sebelum membaca?

S1 : Biar tahu isi teksnya.

R : Kalau misalnya dikasih teks yang ada gambarnya, sebelum membaca teksnya, dengan memperhatikan judul dan gambarnya, bisa nggak memprediksi isinya?

S1&S2: Bisa.

R : Apa yang bisa bikin Adik bisa tahu isinya?

S1 : Ya dengan memperhatikan gambarnya dan judulnya, nanti kan isinya akan sesuai sama itu mbak.

R : Oh gitu ya. Pernah nggak Dik, Bu guru ngasih judul teksnya dulu dan kalau ada gambarnya juga, trus kalian disuruh memprediksi isinya nanti kira – kira seperti apa gitu?

S1&S2: Nggak pernah.

R : Sebelum membaca teks, misal cuma dikasih tahu judul/topiknya dulu, pernah nggak kalian disuruh mengungkapkan apa yang sudah kalian ketahui tentang topic/judul tersebut?

S1&S2: Nggak pernah mbak.

R : Kalau reading biasanya gimana sih Dik kegiatannya?

S1&S2: Ya dikasih teks gitu, trus disuruh baca. Selain itu, disuruh nyari kata susahnya dan ngartiin kata susah itu, trus dihafalin, trus minggu depannya kata susah itu dibuat kayak kuis gitu.

R : Oh gitu. Kalau bukunya, apa yang sering dipakai?

S1&S2: LKS mbak.

R : Kalau kesulitan kalian pas membaca teks bahasa Inggris gimana?

S1 : Itu lho mbak kalo nemuin kata yang nggak tahu artinya, jadi susah deh mudengnya.

R : Trus biasanya apa yang kamu lakukan? Nggak nyoba buat nebak artinya gitu?

S1 : Ya tanya sama teman, kalo nggak ya buka kamus.

R : Oh gitu ya, makasih ya Dik.

**No : Interview 8**  
**Hari, tanggal : Kamis, 26 September 2013**  
**Waktu : 11.00**  
**Tempat : Ruang Kelas VIII C**  
**Responden : R : Peneliti**  
**S : Siswa (Budi)**

R : Siang Dik, namanya siapa?

S : Budi Purnomo.

R : Mau tanya – tanya sedikit nih. Kalau membaca teks bahasa Inggris, biasanya apa sih yang kamu lakukan untuk memahami teksnya?

S : Ya di baca mbak. Diartikan satu kata satu kata.

- R : Oh, jadi diartikan per kata gitu Dik? Jadi harus buka kamus terus gitu Dik?
- S : Ya nggak juga mbak, kadang – kadang kan sudah ada yang tahu artinya.
- R : Nah, kalau misal dikasih teks, sering nggak memperhatikan judulnya dulu gitu sebelum baca teksnya atau langsung membaca?
- S1 : Ya memperhatikan judulnya dulu lalu dibaca.
- R : Kenapa memperhatikan judulnya dulu?
- S : Karena kalau isi cerita itu pasti dari judulnya.
- R : Kalau misal ada gambarnya, kamu memperhatikan gambaranya dulu nggak sebelum membaca? Dan kenapa?
- S : Ya memperhatikan, karena sebagian besar isi ceritanya tuh pasti ngambil dari gambaranya.
- R : Kalau misalnya dikasih judul teksnya saja dan gambaranya, bisa memprediksi isi teksnya nggak Dik? Kalau bisa gimana caranya?
- S : Ya kadang – kadang bisa. Caranya ya kalau, kalau gambaranya tu tentang, tentang alam misalnya, isinya nanti paling – paling ya tentang cara melestarikan alam gitu.
- R : Oh gitu ya. Jadi kalau mamperhatikan judulnya dulu dan kalau ada gambaranya gitu jadi bisa memprediksi oh nanti isinya kira – kira kayak gini lho... gitu?
- S : Iya.
- R : Pernah nggak Dik pas pelajaran, terutama reading, Bu Ajeng tu ngasih tahu judulnya dulu/topiknya gitu trus tanya – tanya tentang apa kalian tahu arti judul itu, atau misal hal apa saja yang berkaitan dengan topic/judul itu, atau memprediksi isi teksnya gitu sebelum membaca teks utuhnya?
- S : Nggak pernah sih mbak. Paling kalau reading ya dikasih teksnya langsung, trus diartikan judulnya, trus suruh baca. Nanti kalau ada kata yang sulit ditulis trus dibahas artinya dan dihafalin. Abis itu minggu depannya kata – kata yang sulit tadi dibuat ulangan.
- R : Kalau kesulitannya untuk reading apa?
- S : Cara membacanya dan mengartikannya mbak. Kadang suka nggak mudeng isinya kalau teksnya panjang.
- R : Nah pertanyaan terakhir nih, kalau nilai bahasa Inggrisnya gimana Dik?
- S : Wah, jeblok mbak. (Tertawa)
- R : Ya sudah, terima kasih ya Dik.

**No : Interview 9**

**Hari, tanggal : Kamis, 26 September 2013**

**Waktu : 11.15**

**Tempat : Ruang Guru**

**Responden : R : Peneliti**

**GB2 : Guru Bahasa Inggris 2 (Bu Ajeng)**

- R : Selamat siang Mam Ajeng.
- GB2 : Siang mbak.
- R : Mau tanya – tanya tentang kelas VIII C nih Mam.
- GB2 : Iya mbak, mau tanya apa, silakan saja.
- R : Kalau untuk reading, kesulitan apa sih Mam yang biasa siswa hadapi?
- GB2 : Ya kebanyakan ya vocabnya yang kurang mbak. Apalagi kelas VIII C itu kan anaknya paling lemah mbak diantara kelas lainnya. Paling rame lagi. Nilainya juga paling jeblok mbak.
- R : Oh, begitu ya Mam. Lalu, bagaimana cara yang biasa Mam Ajeng lakukan untuk mengatasi masalah itu?
- GB2 : Ya itu mbak, saya tu menekankan di vocab. Jadi kalau saya kasih teks gitu, siswa tak suruh nyatet kata – kata yang susah gitu mbak trus dibahas bersama. Habis tuh tak suruh ngafalin artinya mbak, trus beberapa pertemuan/satu minggu kemudian tak pakai buat ulangan atau kuis gitu, biar nambah kosa kata mereka gitu mbak.
- R : Kalau pas membahasnya gitu, biasanya yang menemukan artinya siapa Mam, siswa dulu atau Mam Ajeng yang banyak member tahu artinya?
- GB2 : Ya anaknya kan tak suruh bawa kamus terus tho mbak. Pertama mereka tak suruh ngelist kata yang susah, trus tak suruh cari artinya di kamus. Kalo udah mepet ya aku sendiri mbak yang ngasih tahu artinya.
- R : Kalau sumber belajar yang dipakai apa saja Mam?
- GB2 : Kalau aku pakai LKS mbak, ada dua. Kalo buku paket tuh latihannya sedikit e mbak, ya aku milih pake LKS aja yang latihan soalnya banyak, kan lebih enak gitu mbak.
- R : Apa Mam Ajeng pernah sebelum member teks utuh ke siswa tuh Cuma memberi tahu judul/topiknya dulu, trus ditanyain ke siswa apa saja yang mereka ketahui tentang topic/judul itu?
- GB2 : Ya jarang sih mbak, soalnya nek reading kan aku pakainya teks yang ada di LKS mbak dan siswa kan sudah punya semua, jadi ya bisa langsung membaca senriri teksnya.
- R : Oh begitu ya Mam. Kalau materinya dari sumber yang lain, apa pernah Mam ajeng tuh menggunakan teks yang ada gambarnya trus siswa diajak menebak isi teks dengan hanya memperhatikan gambarnya dulu?
- GB2 : Wah nggak pernah e mbak. Aku tuh jarang mbak ngasih materi dari sumber lain, soalnya tanggungan ngajarku juga banyak e mbak, kan ada guru yang lagi cuti, jadi aku yang gantiin. Kalau misalnya mbaknya nanti mau pakai cara seperti itu, kayak brainstorming gitu tho mbak?
- R : Iya Mam.
- GB2 : Ya coba dipakai aja mbak, kayaknya bagus. Siapa tahu bisa bikin anak kelas VIII C jadi lebih pinter, kan malah bagus tuh. Aku tuh



nggak pernah mbak ngasih kegiatan kayak gitu. Biasanya kalau reading ya kayak tadi mbak, tak suruh buka teks halaman berapa gitu, diterangin sedikit arti dari judulnya, trus baca teksnya. Yang aku tekankan tuh latihan soalnya mbak, soalnya kelas VIII C tuh nilainya paling jeblok, jadi ya tak kasih banyak latihan soal.

R : Latihan soalnya seprti apa Mam?

GB2 : Ya gitu lah mbah, jawab pertanyaan seputar teks.

R : Oh begitu. Kalau hasilnya bagaimana Mam?

GB2 : Ya masih kayak gitu, cuma beberapa siswa yang nilainya lumayan, yang lainnya ya jelek.

R : Oh begitu ya, terima kasih ya Mam atas infonya.

**No : Interview 10**

**Hari, tanggal : Senin, 7 Oktober 2013**

**Waktu : 13.00**

**Tempat : Ruang Kelas**

**Responden : R : Peneliti**

**S1 : Siswa (Arsanti)**

**S2 : Siswa (Anggi)**

R : Selamat siang Dik, namanya siapa?

S1 : Arsanti

S2 : Anggi

R : Menurut kamu, dengan memakai gambar dan memprediksi teks isi teks tadi bagaimana pelajarannya?

S1 : Enak kak, asyik.

R : Enaknya di mana?

S1 : Mm, karena pakai LCD dan ada gambarnya tadi, jadi lebih menarik, jadi lebih tahu apa yang mau dipelajari mbak.

R : Oh, jadi gambarnya membantu ya? Kalau kamu gimana Dik?

S2 : Sama mbak, kegiatannya juga asyik tadi.

R : Asyiknya di mana?

S2 : Ya ada nebak – nebak isi teks tadi, jadi lebih menarik daripada biasanya.

R : Apakah adik pernah diajar dengan cara seperti tadi, yang menggunakan gambar dan ada kegiatan memprediksi isi teks?

S1 : Pernah, tapi bukan Bahasa Inggris.

R : Jadi kalau Bahasa Inggris baru pertama kali ini ya?

S1&S2: Iya.

R : Jadi lebih mudah memahami isi teks apa tidak?

S1 : Iya. Jadi tahu gambaran teksnya.

R : Kalau kegiatan tanya jawab yang di awal tadi pas abis nyebutin topiknya menurutmu membantu untuk mengetahui apa yang akan dipelajari nggak Dik?

S1&S2: Iya mbak.  
R : Membantunya di mana?  
S2 : Ya tadi kan tentang hewan, ditanya – tanyanya juga tadi tentang apa saja yang diketahui soal hewan, jadi lebih tahu mbak kalau yang dipelajari nanti tuh tentang hewan.  
R : Kalau untuk memahai teks, adanya tanya jawab, gambar, dan main prediksi tuh membantu nggak Dik?  
S1&S2: Iya mbak.  
R : Membantunya di mana?  
S1&S2: Mm....  
R : Apa jadi lebih mudah memahami teksnya karena sebelumnya sudah dibahas kosa katanya, diprediksi isinya tentang apa gitu?  
S1&S2: Iya mbak, kayak gitu.  
R : Kalau topiknya tadi gimana Dik?  
S1 : Topiknya lumayan.  
R : Maksudnya lumayan gimana?  
S1 : Mm, lumayan mudah mbak soalnya kan kalau tentang hewan kita sudah tahu banyak soalnya tiap hari juga berhubungan sama hewan, jadi lebih gampang memahami teksnya.  
R : Kalau kamu gimana Dik?  
S2 : Sama mbak. Lebih gampang memahami karena topiknya tuh familiar.  
R : Nah sekarang tentang soal – soalnya tadi gimana, bisa mengerjakan tidak?  
S1&S2: Bisa mbak, soalnya lumayan gampang kok.  
R : Nah sekarang sarannya ya, apa saran buat pelajaran berikutnya?  
S1 : Mm apa ya? (Hihihi)  
R : Apa ayo Dik?  
S2 : Mm, topiknya jangan tentang animal lagi ya mbak soalnya udah pernah.  
R : Oh gitu ya, OK lah kalau begitu. Ada lagi?  
S1&S2: Mm, gak ada.  
R : Oh, ya sudah, trimakasih ya Dik.

**No : Interview 11**  
**Hari, tanggal : Selasa, 8 Oktober 2013**  
**Waktu : 13.00**  
**Tempat : Ruang Kelas**  
**Responden : R : Peneliti**  
**S1 : Siswa (Devi)**  
**S2 : Siswa (Risma)**

R : Selamat siang Dik. Namanya siapa saja nih?  
S1 : Devi  
S2 : Risma

R : Maaf minta waktunya bentar ya Dik. Menurut kamu pelajaran tadi bagaimana dik?

S1 : Em, asyik.

R : Asyiknya di mana Dik?

S1 : Ada sesuatu yang baru gitu mbak.

R : Sesuatu yang baru itu apa dik? Pakai slides gitu Dik?

S1 : Iya.

R : Kalau menurut kamu gimana dik pelajarannya tadi?

S2 : Em, enak mbak, menyenangkan.

R : Menyenangkannya di mana?

S2 : Em, biasanya itu nggak pakai LCD dan gambarnya gitu.

R : Menurutmu tadi pakai gambar lebih enak nggak dik?

S2 : Enak.

R : Enaknya di mana?

S2 : Jadi lebih menarik gitu dan mudeng apa yang mau dibahas.

R : Oke, kalau gambarnya tadi cukup membantu kalian dalam memahami materi yang akan dipelajari nggak?

S1 : Iya mbak. Kalau di awal udah dikenalin materinya lewat gambar, kita kan jadi lebih mudeng materi apa yang akan dipelajari.

R : Good. Kalau sesi tanya jawab yang di awal tadi membantu kalian dalam memahami materi yang akan dipelajari nggak?

S1&S2: Yang mana mbak?

R : Itu tadi, pas habis ditampilkan gambar yang artis banyak kan mbak tanya – tanya tentang artisnya satu per satu, menurut kalian, hal itu membantu kalian dalam memahami materi yang akan dipelajari nggak?

S1 : Pasti ya mbak. Tadi kan tanyanya tentang ciri – ciri artisnya terus, jadi tahu deh kalau materinya nanti pasti tentang ciri – ciri artis – artis itu.

R : Kalau kamu gimana Dik?

S2 : Sama mbak. Jadi lebih tahu kosa kata tentang describing artis mbak karena ditanya – tanya tadi.

R : Oiya, tadi pas memprediksi teks tentang Fatin, kalian bisa menuliskan banyak prediksi nggak?

S2 : Ya lumayan mbak.

R : Kalau kamu Dik?

S1 : Ya kata – kata yang tak tulis paling ya yang sudah dibahas di awal tadi mbak, tentang ciri – cirinya Fatin.

R : Contohnya apa saja?

S1 : Ya tentang suaranya bagus, trus memakai jilbab, orangnya beautiful, nggak tinggi, gitu – gitu lah mbak.

R : Dengan melakukan prediksi, membantu saat memahami teks nggak?

S1&S2: Ya iya mbak.

R : Lebih mudah karena banyak prediksinya yang benar ya, jadi teksnya tuh sesuai dengan yang kalian bayangkan gitu?

S1&S2: Iya.  
 R : Topiknya tadi bagus nggak Dik?  
 S2 : Lumayan mbak.  
 S1 : Kalo tentang artis kan sudah banyak tahu kita mbak, jadi lebih mudah mudeng sama teksnya juga.  
 R : Jadi kalau topiknya familiar, kalian akan lebih mudah dalam memahami teksnya ya?  
 S1&S2: Iya mbak.  
 R : OK...kalau sarannya untuk pertemuan berikutnya gimana Dik?  
 S1&S2: Mm, gimana ya? (saling berbisik)  
 S2 : Waktunya yang lebih lama mbak.  
 R : Wah...nanti kalian pulangny telat dong kalau waktunya lebih lama (tertawa). Ya sudah, trimakasih ya Dik buat waktunya, hati – hati di jalan ya.

**No : Interview 12**  
**Hari, tanggal : Selasa, 8 Oktober 2013**  
**Waktu : 13.15**  
**Tempat : Ruang Guru**  
**Responden : R : Peneliti**  
**GB2 : Guru Bahasa Inggris 2 (Bu Ajeng)**

R : Siang Mam, boleh tanya – tanya tentang pembelajaran tadi?  
 GB2 : Oh iya silakan mbak.  
 R : Menurut Mam Ajeng, pembelajaran tadi bagaimana, *in terms of the topic, the activities, etc.?*  
 GB2 : Kalau soal topiknya tadi sudah bagus mbak. Mbak Citra kan pakai nya seperti *brainstorming* gitu ya, nah topiknya tadi cocok. Kalau soal artis kan siswa kebanyakan sudah punya *background knowledge* nya gitu mbak. Kalau soal *activity*-nya, juga menarik kok mbak. Tapi tadi siswanya lumayan rame to mbak? Makanya, saran saya, mbak Citra lebih tegas lagi dalam penguasaan kelasnya, biar anak – anak juga takut kalau mau rame. Bisa jadi racun mbak kalau anak – anak yang rame itu dibiarin.  
 R : Oh, iya Mam, besok tak coba buat lebih tegas lagi.  
 GB2 : Kalau penggunaan gambar dalam pembelajaran tadi bagaimana Mam? Menurut anda, apa lebih membantu siswa dalam mengeksplor kosa kata?  
 GB2 : Ya lumayan membantu sih mbak menurutku tadi. Kalau pakai gambar tadi kan anak – anak jadi lebih tertarik sama pelajarannya. Jadi banyak yang komentar waktu dilihatin gambarnya kan tadi, apalagi artisnya juga yang lagi in mbak tadi. Kalau untuk *exploring* vocabnya ya membantu mbak. Kalau ada gambarnya kan jadi tahu visualnya dan jadi lebih gampang buat mendeskripsikan si artis tadi.

- R : Kalau kegiatan making prediction based on the picture tadi bagaimana Mam, apa membantu siswa dalam memahami teksnya?
- GB2 : Kalau aku rasa sih gitu mbak. Kegiatan itu bagus kok. Buat prediksi kan bikin siswanya tertantang, itu sudah bagus mbak. Kalau anak – anak sudah tertarik, jadi semangat to mbak, jadi lebih mau buat baca teknya tuh lho. Akhirnya juga ngefek ke pemahaman teksnya kan, apalagi kalau prediksinya benar. Oiya, sudah dulu ya mbak, sudah siang e. ya saranku tadi yang utama tuh mbak Citra harus lebih tegas sama siswa
- R : Oh, iya Mam, makasih banget ya atas waktu dan sarannya.

**No : Interview 13**  
**Hari, tanggal : Kamis, 10 Oktober 2013**  
**Waktu : 11.15**  
**Tempat : Ruang Kelas**  
**Responden : R : Peneliti**  
**S1 : Siswa (Anggi)**  
**S2 : Siswa (Melia)**

- R : Selamat pagi Dik, namanya siapa aja nih?
- S1 : Anggi
- S2 : Melia
- R : Kakak mau tanya – dikit nih soal pelajaran tadi. Menurut kalian pelajaran tadi gimana Dik?
- S1 : Enak
- S2 : Mengasyikkan
- R : Enak dan mengasyikkannya di mana Dik?
- S1 : Ngajarnya lah.
- R : Nah, tadi kan pakai *slide* yang isinya gambar Dik, menurut kalian gambarnya tadi membantu kalian dalam mengira – ngira tentang apa sih yang akan dipelajari gitu nggak Dik?
- S2 : Iya mbak, karena gambarnya tadi pantai dan orang – orang yang lagi di pantai, jadi tahu deh kalo yang mau dibahas itu tentang liburan di pantai.
- R : Oh gitu ya, ada hal lain lagi yang membuat kalian lebih tahu kalau materi yang mau dibahas itu tentang liburan di pantai?
- S1 : Mm, apa ya? (tanya ke S2)
- S2 : Itu Miss, tadi di awal – awal kan ditanya-tanyain soal biasanya kalau liburan ke mana dan ngapain aja, jadi ya paling materinya tentang liburan gitu.
- R : Oh gitu ya. Menurut kalian waktu ditanya – tanyain sebelum dikasih gambar tadi membantu kalian dalam menambah kosa kata tentang temanya tadi nggak?
- S1&S2: Iya Miss.

R : Bisa nambah kosa katanya dimana?

S2 : Kan tadi ditanyain waktu liburan ngapain aja, kan ada yang jawab memancing, jalan – jalan, bersepeda, gitu – gitu Miss, trus kan dibahas tadi bahasa Inggrisnya apa, jadi tahu deh.

R : Oh gitu ya. Kalau gambarnya tadi membantu untuk melakukan prediksi nggak Dik?

S1&S2: Ya lumayan Miss.

R : Lumayan gimana maksudnya?

S1 : Ya lumayan membantu.

R : Nah, pas prediksi tadi bisa nulisin banyak prediksi nggak Dik?

S2 : Lumayan Miss.

S1 : Cuma dikit tadi Miss.

R : Lha kenapa kok cuma sedikit?

S1 : Kan gambarnya cuma ada orang duduk dan main pasir dan ombak Miss, jadi ya prediksinya cuma itu – itu aja.

R : Oh, jadi besok gambarnya kalau bisa yang lebih banyak lagi ya?

S1&S2: Iya Miss.

R : Kegiatan memprediksi tadi menyenangkan gak Dik?

S1 : Ya lumayan.

R : Lumayan gimana maksudnya?

S1 : Ya lumayan asyik Miss.

R : Kalau kamu dik?

S2 : Ya sama, jadi lebih seru kalau main prediksi. Bisa diskusi juga, jadi lebih asyik.

R : Kalau prediksinya banyak yang benar senang? Kenapa?

S1 : Iya, soalnya banyak yang benar.

S2 : Soalnya apa yang dipikirkan tuh ternyata sesuai sama yang diteks, jadi senang.

R : Jadi lebih mudah memahami isi teksnya nggak?

S2 : Iya Miss, soalnya kan udah ada yang ditebak isinya tantang apa gitu lho.

R : Oh gitu ya, udah pernah nglakuin kegiatan seperti ini Dik sebelumnya untuk bahasa Inggris?

S1&S2: Belum Miss.

R : Sekarang ganti ke topiknya, topiknya tadi bagus nggak Dik?

S1 : Ya lumayan Miss.

R : Bagusnya di mana? Apa karena topiknya familiar gitu, maksudnya tuh kalian sudah pernah mengalami dalam kehidupan sehari – hari kalian gitu?

S1&S2: Iya Miss

S2 : Kalau topiknya tentang liburan di pantai Depok kan aku udah pernah ngalamin, jadi tahu apa yang biasanya dilakukan.

R : Oh gitu tho. Susah nggak tadi teksnya?

S2 : Lumayan susah.

R : Kenapa? Katanya tadi familiar.

S1 : Itu lho, banyak kata yang nggak tahu artinya, yang pakai ed ed tadi lho Miss.  
 R : Oh, maksudnya verb dalam bentuk lampau?  
 S1 : Nah itu Miss maksudnya.  
 R : Ya sudah, besok belajar lebih banyak lagi biar lebih banyak yang diketahui. Kalau tadi kan teksnya dibahas per paragraph tho Dik, menurut kalian jadi lebih mudah memahami nggak?  
 S1&S2 : Iya, daripada langsung semuanya.  
 R : Oh syukurlah. Ada saran nggak Dik buat pertemuan berikutnya?  
 S1 : Mm apa ya?  
 R : Apa gambarnya lebih banyak gitu atau gimana?  
 S2 : Iya Miss, pakai video kalau bisa biar tambah menarik.  
 S1 : Pakai game Miss, biar seru.  
 R : Oh, iya iya. Makasih ya Dik buat ngobrol – ngobrolnya.

**No : Interview 14**  
**Hari, tanggal : Kamis, 10 Oktober 2013**  
**Waktu : 11.30**  
**Tempat : Ruang Guru**  
**Responden : R : Peneliti**  
**GB2 : Guru Bahasa Inggris 2 (Bu Ajeng)**

R : Siang Mam, mau tanya – tanya tentang pembelajarn tadi Mam. Menutut Mam Ajeng pembelajaran tadi bagaimana?  
 GB2 : Ya sudah lumayan bagus kok mbak. Materinya sudah sesuai dan siswanya juga bisa ngikutin tadi kok mbak. Penguasaan kelasnya juga sudah lumayan, yang penting tegas aja mbak biar anaknya tuh nggak ramai sendiri.  
 R : Oh begitu ya Mam. Kalau kegiatannya tadi bagaimana Mam?  
 GB2 : Ya sudah lumayan mbak, anak – anak juga pada antusias tho tadi sama kegiatannya. Ya paling ditambah tegasnya aja mbak, nggak usah takut buat galak biar anak – anak yang jadi racun di kelas tuh ya nggak ngganggu temannya mbak, kalau perlu, yang ramai sendiri tuh disuruh keluar aja mbak, biar tak tanganin di perpustakaan.  
 R : Kalau penggunaan gambarnya bagaimana Mam?  
 GB2 : Sudah bagus mbak penggunaan gambarnya. Tapi untuk pertemuan yang ketiga kok gambarnya cuma satu dan kurang bisa digali siswa kan mbak?  
 R : Iya Mam, buat *recount text* cari gambarnya agak bingung e.  
 GB2 : Ya coba buat pertemuan selanjutnya dibuat lebih banyak lagi gambarnya, dan yang bisa digali lebih lagi. Dan sekedar masukan, seharusnya mbak Citra bisa mengeksplor gambarnya lebih jauh lagi. Tanyakan pada siswa maksud tiap detail dari gambar tersebut. Jadi gambar tersebut lebih bisa mengungkapkan topiknyanya.  
 R : Oh, iya Mam.

- R : Oh iya Mam. Soal materinya tadi bagaimana, maksudnya topic untuk recount text, tadi kan pertama kali siswa diajar recount text.
- GB2 : Sudah lumayan bagus kok mbak. Temanya juga tentang liburan kan anaknya juga pada familiar, jadi lebih mudah memahami teksnya.
- R : Kalau untuk pertemuan berikutnya, tema yang cocok sebaiknya yang seperti bagaimana Mam?
- GB2 : Gini, kalau soal tema, recount text biasanya kan tentang liburan, umumnya begitu, yang di LKS juga kayak gitu mbak kebanyakan, tentang liburan di pantai lah, atau di negara mana gitu. Kalau mbak Citra bisa, coba cari tema yang baru tapi anak – anak tuh familiar sama temanya. Kalau bisa jangan tentang liburan – liburan lagi mbak, soalnya nanti sya pas ngajar juga kan materinya tentang liburan yang ada, takutnya siswanya bosan mbak. Mbaknya kan gampang tuh nyari – nyari dari internet atau mana gitu.
- R : Oh, begitu ya Mam. Mm, kalau soal camping atau penyakit – penyakit gitu gimana Mam? Saya dulu pernah mengajar tentang penyakit – penyakit gitu sama anak kelas VII, dan siswanya tuh cukup antusias. Kalau camping kan ya masih tentang liburan, tapi kan jarang dibahas dan sepertinya siswa sudah punya experience juga tentang camping, pas Persami misalnya, jadi sepertinya siswa sudah punya banyak background knowledge tentang itu.
- GB2 : Oh, bisa dicoba mbak. Bagus kok.
- R : Kalau untuk kegiatan *exploring students' vocabulary*, bagaimana kalau saya buat seperti game gitu Mam, biar siswanya berkompetisi, kan jadi lebih tertantang.
- GB2 : Wah, boleh dicoba tuh mbak, biar tambah antusias juga anaknya.
- R : Kalau soal latihannya bagaimana Mam? Apa masih *fine* kalau saya pakai menjodohkan kosa kata dan artinya?
- GB2 : Oh iya mbak nggak apa – apa. Memang vocabnya harus terus digali. Aku juga kalau reading fokusnya di vocabnya kok mbak. Oh iya mbak, boleh ngopy materi-materinya yang sudah dipakai? Kan ada power pointnya juga to?
- R : Oh iya Mam, silakan saja.
- GB2 : Ya sudah, kalau begitu pertemuan berikutnya saja ya mbak saya ngopynya, nggak bawa flash disk e.
- R : Iya Mam, nggak apa – apa kok, anytime. Mm, ya sudah kalau begitu, trimakasih ya Mam atas waktu dan saran – sarannya.

**No : Interview 15**

**Hari, tanggal : Kamis, 17 Oktober 2013**

**Waktu : 11.15**

**Tempat : Ruang Kelas**

**Responden : R : Peneliti**

**C : Colleague as the second collaborator**

**S1 : Siswa (Ibnu)**



**S2 : Siswa (Aditya)**

- C : Siang Dik, siapa namanya?  
S1 : Saya Ibnu Baskoro  
S2 : Saya Fitri Aditya.  
C : Oke. Mm mau tanya tentang pelajaran hari ini. Bagaimana menurut kalian untuk pelajaran hari ini?  
S1&S2: Lebih enak dari yang kemarin, lebih asyik dari yang kemarin.  
C : Sebabnya?  
S1&S2: Sebabnya karena pakai LCD, banyak gambarnya, sama diskusi.  
C : Hari ini penjelasannya gimana, lebih jelas atau bagaimana?  
S1 : ya lebih jelas  
S2 : Karena pakai LCD dan gambarnya lebih banyak dan jelas.  
C : Saran untuk pertemuan berikutnya apa Dik?  
S2 : Ya tetap pakai LCD dan gambarnya yang banyak kayak tadi.  
R : Kok pakai gambar, memangnya gambarnya membantu memahami materi yang dipelajari po Dik?  
S2 : Iya mbak lebih asyik, soalnya kan gambarnya tadi banyak, kosa kata yang diketahui sebelum membaca teks kan jadi banyak, jadi pas baca teksnya tuh sudah banyak kosa kata yang diketahui.  
R : Kalau Ibnu gimana?  
S1 : Ya sama mbak. Karena gambarnya banyak, kosa kata yang di apa itu namanya  
R : Kosa kata yang dieksplor maksudnya?  
S1 : Iya, yang dieksplor jadi lebih banyak mbak. Intinya jadi punya modal sebelum baca teksnya gitu lho.  
C : Kalau gamenya tadi gimana Dik?  
S2 : Ya menyenangkan.  
S1 : Jos pokoke mbak.  
R : Asyik dan josnya di mana?  
S1 : Ya asyik karena bisa berkompetisi sama tim yang lain, jadi lebih semangat.  
R : Jadi lebih tertantang untuk menuliskan kosa kata yang berhubungan sama gambar dan temanya tadi nggak?  
S1 : Oh, ya jelas mbak. Apalagi kan tadi nggak boleh nulis kata yang sama, jadinya mikirnya lebih banyak mbak, nggak mau sampai kalah lah.  
R : Menurut kalian kegiatan itu tadi bisa menambah kosa kata kalian nggak?  
S2 : Iya mbak.  
R : Kenapa?  
S2 : Kan tadi yang ditulis banyak, dari kelompok lain juga, jadi tambah banyak.

R : Good lah kalau begitu. Eh, tadi kan sebelum dikasih teksnya Miss Citra kasih lihat gambar yang sesuai sama teksnya nanti, trus dari gambar itu kalian tak suruh prediksi isi teksnya. Ingat nggak?

S2 : Ingat mbak.

R : Menurut kalian, gambarnya tadi cocok nggak sama teksnya?

S2 : Cocok banget mbak.

R : Contohnya?

S2 : Tadi kan di teks ada mendirikan tenda, trus makan bekal, buat api unggun, trus apa? (Tanya S1)

S1 : Perlengkapan yang di bawa pas mau camping.

S2 : Nah iya, itu tadi kan ada di gambarnya.

R : Jadi lebih gampang nggak melakukan prediksinya?

S2 : Iya, soalnya gambarnya jelas dan sudah tahu banyak kosa kata di game tadi.

R : Kalau melakukan prediksi tadi menyenangkan nggak sih?

S1 : Iya, soalnya kalau aku nih suka kalau nebak – nebak.

R : Kalau tebakannya benar, senang nggak? Kenapa?

S1 : Ya pasti soalnya yang dipikirin itu ada di teks.

R : Jadi lebih mudah memahami teksnya?

S1 : Ya lumayan lah mbak.

S2 : Apalagi tadi kan teksnya dibahas per paragraph, jadi tambah mudeng.

R : Kalau ngerjain soalnya tadi gimana? Banyak yang betul atau salah?

S1 : Yang menjodohkan kata – kata betul semua aku mbak.

R : Oh, bagus lah. Eh, topiknya tadi bagus nggak?

S1 : Lumayan lah mbak.

R : Duh, dari tadi kok lumayan – lumayan terus, menarik nggak?

S1 : Ya lumayan menarik lah.

R : Kalau menurut dik Adit gimana?

S2 : Bagus kok, gampang juga soalnya pernah ngalamin.

R : Pernah camping maksudnya? Kalau topiknya tentang sesuatu yang sudah pernah kalian alami gitu jadi lebih tertarik nggak buat mempelajari?

S1 : Yo tertarik, tapi kalo nggak kuno juga.

R : Lha tadi topiknya kuno nggak?

S1 : Nggak kok.

R : Topik kayak tadi sudah pernah dipakai dalam bahasa Inggris?

S1&S2 : Belum mbak.

R : kalau soalnya tadi gimana, susah nggak?

S2 : Lumayan gampang kok, apalagi tadi kan sudah dibahas teksnya.

R : Oh gitu ya. Tapi sayang ya ada yang belum dicocokin, abisnya keburu bel sih. Ya sudah, makasih ya Dik buat ngobrol – ngobrolnya.

**No : Interview 16**  
**Hari, tanggal : Selasa, 22 Oktober 2013**  
**Waktu : 12.50**  
**Tempat : Ruang Kelas**  
**Responden : R : Peneliti**  
**S1 : Siswa (Sefian)**  
**S2 : Siswa (Devi)**  
**S3 : Siswa (Risma)**

R : Selamat siang Dik, namanya siapa saja nih?  
 S1 : Sefian  
 S2 : Devi  
 S3 : Risma  
 R : Mau tanya – tanya soal pelajaran tadi, menurut kalian pelajaran tadi bagaimana Dik?  
 S1 : Ya lumayan  
 S3 : Enak mbak.  
 R : Enaknya di mana Dik?  
 S2 : Pakai LCD, pakai gambar  
 R : Trus apa lagi?  
 S1 : Ada diskusinya yang prediksi itu lho mbak.  
 R : Trus tadi hasil prediksinya gimana Dik, banyak yang cocok sama teksnya nggak?  
 S1 : Kebanyakan benar kok mbak.  
 R : Kalau Devi dan Risma gimana?  
 S2&S3: Sama mbak, kebanyakan sih benar.  
 R : Menurut kalian, kenapa prediksi kalian banyak yang sesuai sama teksnya?  
 S2 : Mm kenapa ya (tanya S2 dan S3)  
 R : Hayo kenapa? Tadi kan prediksinya setelah liat judul, gambar , dan tanya jawab tentang gambar kan, apa itu membantu prediksinya?  
 S1 : Oh iya mbak, tentu membantu. Karena ada gambarnya dan sudah dibahas kata – kata yang berhubungan sama gambar.  
 R : Kalau Dik Risma gimana?  
 S3 : Sama mbak, karena gambarnya sesuai banget sama teksnya, jadi prediksi kita banyak yang benar.  
 R : Senang kalau prediksinya banyak yang benar? Kenapa?  
 S1 : Ya senang, karena cocok sama apa yang dipikirin.  
 S2 : Senang karena isinya sesuai sama bayangan kita.  
 S3 : Iya, sama.  
 R : Dari kegiatan tanya jawab tentang topiknya, tanya jawab tentang gambar, kosa kata kalian bertambah nggak?  
 S1&S2: Iya mbak.  
 S3 : Iya, kan tadi teman – teman yang tahu pada nambahin, jadinya kosa kata kita nambah deh.

R : Kalau teksnya tadi bagaimana, apakah kalian bisa memahami isinya?  
 S1 : Bisa mbak.  
 R : Menurut kalian, memahami teksnya tadi mudah atau tidak?  
 S1 : Ya lumayan mudah mbak.  
 S2 : Iya, apalagi tadi bahasnya per paragraf, jadi lebih dong gitu.  
 S1 : Iya, vocab – vocabnya juga sudah banyak yang dibahas di tanya jawab dan prediksi, jadi nggak perlu bingung nyari artinya deh.  
 R : Kalau kamu gimana Dik?  
 S3 : Sama mbak, lumayan gampang kok, kosa kata yang susah juga tadi sudah dibahas, jadi lebih cepet dongnya.  
 R : Kalau topiknya tadi gimana Dik?  
 S1 : Lumayan bagus mbak.  
 R : Kalau kamu Dik? Gimana hayo?  
 S2 : Ya menarik mbak karena topiknya tuh baru tapi berhubungan banget sama kehidupan sehari – hari.  
 R : Baru? Jadi belum pernah pelajaran dengan topic tadi ya Dik?  
 S2 : Kalau bahasa Inggris ya belum pernah mbak.  
 R : Kalau menurut Risma gimana?  
 S3 : Bagus mbak karena jadi tahu kosa kata tentang penyakit.  
 R : Oh gitu ya. Kalau soalnya tadi gimana Dik? Susah nggak?  
 S1,S2,S3 : Nggak mbak, lumayan gampang kok.  
 R : Oh ya sudah kalau begitu, makasih ya Dik buat waktunya.

**No : Interview 17**  
**Hari, tanggal : Selasa, 22 Oktober 2013**  
**Waktu : 13.00**  
**Tempat : Ruang Guru**  
**Responden : R : Peneliti**  
**GB2 : Guru Bahasa Inggris 2 (Bu Ajeng)**

R : Permissi Mam, bisa minta waktunya sebentar untuk mendiskusikan *actions* saya di *Cycle II* ini?  
 GB2 : Oh ya silakan mbak.  
 R : Menurut Mam Ajeng, implementasi dari *Cycle II* ini bagaimana?  
 GB2 : Oh, sudah bagus kok mbak. Lebih bagus dari yang pertama. Topiknya variatif ya, apalagi yang tentang kesehatan tadi, kan jarang – jarang dipakai mbak. Anak – anak juga pada antusias kan tadi?  
 R : Iya Mam. Kalau soal kegiatannya tadi bagaimana Mam?  
 GB2 : Ya sudah bagus lah mbak. Siswa juga lebih antusias tadi waktu *brainstorming* kosa kata yang terkait sama gambarnya. Secara keseluruhan sudah bagus kok mbak.  
 R : Mm, kemarin kan saya pakai *vocabulary game* juga mam, menurut Mam Ajeng efektif apa tidak kegiatan itu?

- GB2 : Oh yang kemarin itu. Itu bagus mbak. Banyak banget to *vocab* yang ditulis sama anak – anak, soalnya kan mereka tertantang kalau harus berkompetisi. Jadi lebih banyak juga kan akhirnya modal kosa kata mereka buat memahami teksnya. Ya tapi konsekuensinya, kelasnya jadi agak rame ya mbak, tapi nggak apa-apa lah, sekali sekali.
- R : Iya Mam, jadi agak bingung juga e kemarin pas kelasnya jadi rame. Menurut Mam Ajeng, gambar yang saya gunakan dalam pembelajaran bagaimana?
- GB2 : Lebih bagus mbak dari yang recount text cycle I. Gambarnya lebih banyak, lebih bisa dieksplor juga. Yang camping kemarin kan gambarnya variatif banget, jadi kosa kata yang bisa digali siswa juga banyak banget kemarin. Kalau yang tadi juga bagus, sesuai sama isi teksnya. Pokoknya secara keseluruhan sudah bagus mbak.
- R : Apa ada saran lagi Mam?
- GB2 : Aku rasa kok sudah nggak ada ya mbak, sudah bagus e, mbak Citra juga penguasaan kelasnya sudah lebih baik.
- R : Oh, begitu ya Mam. Kalau begitu, trimakasih ya atas waktu dan komentar – komentarnya tadi.

# **APPENDIX C**

## **LESSON PLANS**

## LESSON PLAN

School	: SMP N 1 Mlati
Subject	: English
Class/Semester	: VIII/1
Text Type	: Descriptive
Theme	: The Amazing Animals
Skill	: Reading
Time Allocation	: 2 x 40 minutes

### A. Standard Competence

5. Understanding meaning in very simple written short functional texts and essays in the forms of descriptive and recount related to the surrounding environment.

### B. Basic Competence

- 5.1 Responding to the meaning and rhetorical steps of simple short essays in the form of descriptive accurately, fluently, and acceptably related to the surrounding environment.

### C. Teaching Objective

At the end of the lesson, students are expected to be able to find some information from a descriptive text accurately, fluently, and acceptably.

### D. Indicators

1. Identifying words related to the picture.
2. Guessing the meaning of words from the text
3. Finding main ideas of the text.
4. Finding the detail information from the text

## E. Teaching Materials

- **Descriptive text about animals**

Panda is mammals that usually live in mountains. They are an endemic animal from China. They become the icon of China.

Pandas are carnivores, but their food is the same as herbivores, that is bamboo. They may receive honey, eggs, fish, yams, shrub leaves, oranges, or bananas along with specially prepared food.

Pandas are including endangered species because they lost their habitats and the birth rate is very low. There are about 1.600 pandas living in the wild. Panda's paw has a thumb and five fingers. The thumb helps it to hold bamboo while eating.

Panda had been a favorite animal for many people because they are cute like a baby. Their black and white fur makes them funny like a doll.

Adapted from <http://www.exploringnature.org>

## F. Teaching Method

### *Three phase technique*

- pre-reading* : asking some questions related to the topic will be discussed.
- whilst-reading* : Explaining the descriptive text by giving examples of descriptive text and reading the text.
- post-reading* : doing the follow up activities and summarizing the lesson.

## G. Teaching and Learning Process

Learning Activities	Time
<b>Pre-teaching</b> 1) The teacher greets and asks the students' condition. 2) The teacher leads praying. 3) The teacher checks the attendance list. 4) The teacher tells the objective of the lesson by saying "Today we are going to talk about describing animals "	5'
<b>While Teaching</b> <b>Pre - Reading</b> 5) The teacher shows a picture to the students	



6) The teacher asks some questions related to the picture. <i>“What is it? What is in your mind when you see this picture?”</i> 7) The teacher asks students to predict words related to the picture and the title of a text. 8) Then the teacher gives a text, asks students to skim the text in order to check their predictive words, and then discusses the result with the students.	10’
<b>Whilst Reading</b> 9) The teacher asks the students to read the text in depth. 10) The teacher asks the students to highlight difficult words. 11) The teacher asks the students to read aloud the text in order to check their pronunciation. 12) The teacher and the students discuss the content of each paragraph. 13) The teacher asks some questions related to the text. 14) The teacher explains how to find topic, main idea and supporting details of a text/passage. 15) The teacher asks the students to read a new text.	20’
<b>After Reading</b> 16) The teacher asks the students to do comprehension questions. 17) The teacher and the students discuss the answer of the questions. 18) The teacher asks the students to have a group discussion and present the result of the discussion in the class.	40’
<b>Post Teaching</b> 19) The teacher and the students sum up the lesson. 20) The teacher asks the students’ difficulty during the lesson. 21) The teacher ends the class by saying <i>“OK, let’s call it a day and see you next meeting”</i>	5’

## H. References

- Priyana, Joko. 2008. Scaffolding English for Junior High School Grade VIII. Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional.
- Descriptive texts from internet  
<http://www.worldofbiology-h2q.blogspot.com>  
<http://www.exploringnature.org>

<http://gyangilang17.blogspot.com/>

**I. Media:**

1. Whiteboard
2. LCD projector
3. Pictures

**J. Assessment**

Indicators	techniques	Forms	Instruments
<ul style="list-style-type: none"> <li>Identifying words related to the picture.</li> <li>Guessing the meaning of difficult words</li> </ul>	<p>written</p> <p>written</p>	<p>essay</p> <p>essay</p>	<p>1. Write everything you know about the picture.</p> <p>2. Match these words with their meanings. In pairs, try to predict the meaning without opening your dictionary. Look at the example.</p>
<ul style="list-style-type: none"> <li>Identifying main idea of the text</li> <li>Finding the detail information from the text</li> </ul>	<p>written</p> <p>written</p>	<p>essay</p> <p>essay</p>	<p>3. In pairs, match main ideas with the paragraphs.</p> <p>4. Based on the text, answer the following questions.</p>

Teacher

Researcher ,

(Bernadeta Ajeng, S.Pd.)  
NIP /NIK : .....

(Kurnia Citra Dewi)  
NIM : 09202244044

Name :

Class :

Date :

### Task 1

Read the following text and then do the follow up activity.

#### The Elephant

Line 5

Elephants are the largest living land mammals which are best known for their huge size, unique body parts, social behavior, and longevity. Elephants can live for up to 70 years. They live in tight social units led by an older matriarch. Males leave the herd between the ages of 12 and 15 years.

Elephants are herbivores and eat all types of vegetation such as grasses, leaves, fruits, and bark. They spend about 16 hours a day eating. They consume as much as 495 pounds of food per day.

Although elephants have a large body, their eyes are small and its eyesight is poor. It also happens for their ears. Although the size of their ears is large, the elephant's hearing is poor. It is because elephant's ears are used to aid ventilation.

### Task 2

Match these words. Try to predict the meaning based on the text without opening your dictionary. Number one is done for you.

Words	Meaning
a. Longevity (n) 5	1. membantu
b. eyesight (n)	2. membuka
c. aid (v)	3. teman
d. Servant (n)	4. Tumbuh-tumbuhan
e. Vegetation (n)	5. Panjang umur
f. Strength (n)	6. penglihatan
	7. kekuatan

### Task 3

Based on the text, answer the following questions.

1. What is the topic of the text?
2. What does paragraph two tell you about?
3. What is elephants' unique social behavior?

4. Why does the author say that elephants are best known for their longevity?
5. Why is elephants' hearing poor?
6. From the text above, it can be implied that elephants spend much of their time in a day for ....
7. "It also happens for their ears"?(line 9).  
What does the word "it" refer to?

#### Task 4

**Have you ever seen a movie/serial about animals?**

**Discuss with your group a movie/serial about animals.**

**Write some information about the movies (the title, the story (1-2 sentences), the character of the animal (main character)).**

**You may choose a movie/serial from the following list.**

- Tom and Jerry
- Kungfu Panda
- Finding Nemo
- Shaun The Sheep
- Madagaskar
- Oscar Oasis
- Larva

**For example:**

Title : Bernard Bear

Summary: This serial is about the life of a white bear. Its name is Bernard.  
He always has bad days in his life.

Character: Bernard is a careless bear.

**Write the information here.**

## LESSON PLAN

School	: SMP N 1 Mlati
Subject	: English
Class/Semester	: VIII/1
Text Type	: Descriptive
Theme	: My Gorgeous Idol
Skill	: Reading
Time Allocation	: 2 x 40 minutes

### A. Standard Competence

5. Understanding meaning in very simple written short functional texts and essays in the forms of descriptive and recount related to the surrounding environment.

### B. Basic Competence

- 5.1 Responding to the meaning and rhetorical steps of simple short essays in the form of descriptive accurately, fluently, and acceptably related to the surrounding environment.

### C. Teaching Objective

At the end of the lesson, students are expected to be able to find detail information from a descriptive text accurately, fluently, and acceptably.

### D. Indicators

1. Identifying words related to the picture.
2. Identifying topic and main idea of the text
3. Finding the detail information from the text
4. Guessing the meaning of difficult words

## E. Teaching Materials

- **Descriptive text about public figure**

Her full name is Fatin Shidqia Lubis but people call her Fatin. She is a young talented singer. She started to be a new idol when she performs a cool song "Grenade" of Bruno Mars. The little lady was born in Jakarta on 30 July 1996.

Fatin is a cute girl. She is short but good looking. Fatin always wears her veil on every performance. Fatin has a unique husky voice. Because of the voice, the juries of X-Factor often give her compliments. The voice also brings her to be the winner of the contest.

- **Introducing how to find topic, title and main idea in the text**
  - a. Topic is the subject matter of the sentences in a paragraph, and it is therefore the answer to the question: what (who) is the paragraph about?
  - b. Topic is not a sentence but it can be stated in a word or phrase that can be put as a title of the text.
  - c. Main idea is sentence or sentences that provide the general message regarding that topic. Sometimes main idea is not stated explicitly in any sentence, so the readers have to put it into the reader's own words.
  - d. Title can be put from a topic of the text.

## F. Teaching Method

### *Three phase technique*

- a) *pre-reading* : asking some questions related to the topic will be discussed. *Who is this? Have you ever seen her? Where?*
- b) *whilst-reading* : Explaining the descriptive text by giving examples of descriptive text and reading the text.
- c) *post-reading* : doing the follow up activities and summarizing the lesson.

## G. Teaching and Learning Process

Learning Activities	Time
<b>Pre-teaching</b> <ol style="list-style-type: none"><li>1) The teacher greets and asks the students' condition.</li><li>2) The teacher leads praying.</li><li>3) The teacher checks the attendance list.</li></ol>	5'

<p>The teacher tells the objective of the lesson by saying “<i>Today we are going to talk about describing people</i>”</p>	
<p><b>While Teaching</b>  <b>Pre - Reading</b>            4) The teacher shows a picture to the students            5) The teacher asks some questions related to the picture. “<i>Who is this? Have you ever seen this girl? ”where?</i>            6) The teacher asks students to predict words related to the picture and the title of a text.</p>	15’
<p><b>Whilst Reading</b>            7) Then the teacher gives a text, asks students to scan the text in order to check their predictions, and then discusses the result with the students.            8) The teacher asks the students to read the text in depth.            9) The teacher asks the students to highlight difficult words.            10) The teacher asks the students to read aloud the text in order to check their pronunciation.            11) The teacher and the students discuss the content of each paragraph.            12) The teacher asks some questions related to the text.            13) The teacher explains how to find topic, main idea and supporting details of a text/passage.            14) The teacher asks the students to read a new text.</p>	15’
<p><b>After Reading</b>            15) The teacher asks the students to do comprehension questions.            16) The teacher and the students discuss the answer of the questions.            17) The teacher asks the students to discuss a new material related to the topic.            18) The teacher asks a member of each group to present the result of the discussion.</p>	40’
<p><b>Post Teaching</b>            19) The teacher and the students sum up the lesson.            20) The teacher asks the students’ difficulty during the lesson.            21) The teacher ends the class by saying “<i>OK, let’s call it a day and see you next meeting</i>”</p>	5’

## H. References

- Priyana, Joko. 2008. *Scaffolding English for Junior Highschool Grade VIII*. Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional.
- Text from internet  
<http://www.sekolahoke.com>

**I. Media:**

4. Whiteboard
5. LCD projector
6. Pictures

**J. Assessment**

Indicators	techniques	Forms	Instruments
<ul style="list-style-type: none"> <li>Identifying words related to the picture.</li> </ul>	written	essay	1. <i>Predict what will come in the text. List some words related to the picture.</i>
<ul style="list-style-type: none"> <li>Identifying topic and main idea of the text</li> <li>Finding the detail information from the text</li> <li>Guessing the meaning of difficult words</li> </ul>	written	essay	2. <i>Read the text again carefully. In pairs, answer the following questions.</i> 3. <i>Read the following statements. Write T if the statement is true and F if the statement is false. Correct the false statement. Look at the example.</i> 4. <i>Based on the text above, answer the following questions.</i>

Teacher

Researcher ,

(Bernadeta Ajeng, S.Pd.)

(Kurnia Citra Dewi)

NIP /NIK : .....

NIM : 09202244044



### Activity 3

**a. Let's study the following information.**

**• Introducing how to find topic, title, main idea and supporting detail in the text**

- a. Topic is the subject matter of the sentences in a paragraph, and it is therefore the answer to the question: what (who) is the paragraph about?
- b. Topic is not a sentence but it can be stated in a word or phrase that can be put as a title of the text.
- c. Main idea is sentence or sentences that provide the general message regarding that topic. Sometimes main idea is not stated explicitly in any sentence, so the readers have to put it into the reader's own words.
- d. Title can be put from a topic of the text.
- e. Supporting detail is sentences or statements, which support the main idea.

**Study the example below**

**Fatin X Factor**

Her full name is Fatin Shidqia Lubis but people call her Fatin. She is a young talented singer. She started to a new idol when she performs a cool song "Grenade" of Bruno Mars. The little lady was born in Jakarta on 30 July 1996.

Fatin is a cute girl. She is short but good looking. Fatin always wears her veil on every performance. Fatin has a unique husky voice. Because of the voice, the juries of X-Factor often give her compliment. The voice also brings her to be the winner of the contest.

Supporting detail : She has a unique husky voice.

The juries of X-factor often give her compliment

She is the winner of X-factor.

#### Activity 4

- a. Read the following text carefully. Then do the next tasks. Do it in pairs.

Raffi Ahmad His full name is Raffi Faridz Ahmad. People usually call him Raffi Ahmad or Raffi. He was born on 17 February 1987 in Bandung, West Java. He is a presenter and a famous actor in Indonesia.

Raffi has two siblings. He is the first child of the family. His father's name is Munawar Ahmad and his mother is Amy Qanita.

Raffi is a good looking guy. Many girls like him. Unfortunately, he is sort of heart-breaker. He easily gets in touch with girls and has a special relationship. Let's say for example Laudya Chintya Bella, Velove Vexia and Yuni Shara.

Raffi works as a presenter. He works with Olga Syahputra on some TV shows like Dahsyat and Pesbukers. He also works as an actor. Some films he has ever played are Tunjuk Satu Bintang and Love is Cinta. Besides being a presenter and an actor, Raffi also works as a singer. He sings with his vocal group BBB. Raffi has many lifetime achievements during his career. Some of them are SCTV Award 2006 as the popular artist, Panasonic Gobel Award 2011 and 2012 as the best music presenter.

- b. Read the following statements. Write T if the statement is true and F if the statement is false. Correct the false statement. Look at the example.

No	Statements	T/F	Correction
1.	Raffi is the youngest child in his family.	F	Raffi is the first child of the family.
2.	Raffi is an actor and a music presenter.		
3.	Tunjuk Satu Bintang, Love is Cinta, and Pesbuker are his ever played films.		
4.	Raffi is belonged to a vocal group namely BBB.		
5.	Raffi had only ever been as the best music presenter in Panasonic Gobel Award in 2011.		
6.	Raffi is awarded as a popular artist in SCTV Award.		

- c. Based on the text above, answer the following questions.

1. What is the topic of the text?

2. What is paragraph two about?
3. “Unfortunately, he is sort of heart-breaker”. (Line 7)  
What is the meaning of the underlined phrase in Bahasa Indonesia?
4. “Raffi has many lifetime achievements”. (line 14)  
What is the meaning of the underlined phrase in Bahasa Indonesia?
5. Why do the writer say that Raffi is sort of heart breaker?
6. What is the main idea of the text?

## Final task

**Name :**

**Date :**

**Public Figure:**

**Guessed at the 1/2/3/4/5/6 clue.**

Instruction: You will have a guessing game. Read the text carefully. Write at least four clues (sentences) about the public figure you have based on your text. You may add some additional information (the public figure's condition or activities nowadays) you have from other sources (news in TV, Magazine, newspaper) about the public figure. Try to make your clues not to be easily guessed by other groups.

Look at the example:

Public figure : Olga Syahputra.

The clues : He is a very popular presenter in Indonesia.

He is also famous as a comedian.

He had been hospitalized some weeks ago because of a sickness on his neck. (additional information)

The Clues:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Her full name is Nikita Purnama Willy. She was born on 29 June 1994 in Jakarta. She is a very talented actress in Indonesia.

Nikita Willy has straight hair, pointed nose, brown eyes, and white skin. She is not tall enough, 162 cm only. Nikita has one sister. Her name is Winona. Nikita has so many hobbies. She likes travelling and shopping in her spare time. Nikita Willy has acted in many electronic cinema e.g. Doa Membawa Berkah, Bidadari. She also plays in some movies e.g. MBA (Married By Accident), Bestfriend. There are many achievements that Nikita has got. One of them is Panasonic Gobel Award.

*Adapted from <http://www.sekolahoke.com>*

Her full name is Aluna Sagita Gutawa. You can call her Gita Gutawa. She was born in Jakarta on August 11<sup>th</sup>, 1993. She is a singer with sopran voice.

Gita Gutawa is a cute girl. She has average body. She is not really tall but looks ideal. She has black hair, brown skin, and black eyes. Her face is oval and good looking. Gita is a famous musician's daughter, Erwin Gutawa. She has learnt music since she was an elementary school student in grade 2. Gita has a powerful and unique voice. She sings beautifully with high pitch. She has many famous songs such as Doo Be Doo, Kembang Perawan, and Bukan Permainan.

*Adapted from <http://www.sekolahoke.com>*

His full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia. Sule was born on 15 November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learns Javanese.

Sule is very unique. His hair is long with brown and yellow color. He has oval face, flat nose and slanting eyes. People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiling even belly laughing. Sule plays in several TV shows such as Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung Sule. He also can sing very well. He has very famous song entitled Susis (Suami Sieun Istri).

## LESSON PLAN

School	: SMP N 1 Mlati
Subject	: English
Class/Semester	: VIII/1
Text Type	: Recount
Theme	: Holidays
Skill	: Reading
Time Allocation	: 2 x 40 minutes

### A. Standard Competence

5. Understanding meaning in very simple written short functional texts and essays in the forms of descriptive and recount related to the surrounding environment.

### B. Basic Competence

- 5.1 Responding to the meaning and rhetorical steps of simple short essays in the form of recount accurately, fluently, and acceptably related to the surrounding environment.

### C. Teaching Objective

At the end of the lesson, students are expected to be able to respond explicit and implicit information of a recount text accurately, fluently, and acceptably.

### D. Indicators

1. Identifying words related to the picture
- 2) Identifying linguistic features of a recount text
- 3) Identifying topic and general idea of a recount text
- 4) Finding the detail information from the text

## E. Teaching Materials

- **Recount text about holiday**

Last week, my family and I went to Depok beach. We wanted to refresh our mind and to enjoy the fresh air. We went there early in the morning by car.

We arrived there at 7 o'clock and the beach was already crowded. After parking our car, we walked along the beach barefooted. The waves were not big at that time. We could feel the smoothness of the sand. The cold seawater touched our feet.

Then, we looked for a place to take a rest. We rolled out the mat on the ground and had meals together. While eating, we saw many things. Many children built sand castles. Some of them played around with wonderful waves in Depok beach. We also saw some people sunbathing and taking some pictures.

After having meals, I was interested in doing the same thing. I made sand castles with my sister. Meanwhile, my brother collected some seashells and sometimes played around with the waves.

I was so happy and really enjoyed that day

- Pattern and examples of simple past tense.
- Generic structure and linguistic features of recount text.

## F. Teaching Method

### *Three phase technique*

- pre-reading* : asking some questions related to the topic will be discussed.
- whilst-reading* : Explaining recount text by giving examples of recount text and reading the text.
- post-reading* : doing the follow up activities and summarizing the lesson.

## G. Teaching and Learning Process

Learning Activities	Time
<b>Pre-teaching</b> 1) The teacher greets and asks the students' condition. 2) The teacher leads praying. 3) The teacher checks the attendance list. 4) The teacher tells the objective of the lesson by saying " <i>Today we are going to talk about holidays</i> "	5'

<p><b>While Teaching</b></p> <p><b>Pre - Reading</b></p> <p>5) The teacher asks some questions about the students' activities on Sunday. <i>"What did you do last Sunday?"</i></p> <p>6) The teacher shows a picture to the students</p> <p>7) The teacher asks some questions related to the picture. <i>"What do you see in the picture? What did they do? Where is it?"</i></p> <p>8) The teacher asks students to write everything they have already known about the picture.</p> <p>9) The teacher gives a title of a recount text and asks students to predict the content of the text based on the title and the picture.</p>	25'
<p><b>Whilst Reading</b></p> <p>10) The teacher presents the text and asks students to skim the text and check their prediction.</p> <p>11) The teacher asks the students to read the text in depth.</p> <p>12) The teacher asks the students to highlight difficult words.</p> <p>13) The teacher asks the students to read aloud the text in order to check their pronunciation.</p> <p>14) The teacher and the students discuss the content of each paragraph.</p> <p>15) The teacher explains the definition, purpose, generic structure, and language features of a recount text.</p> <p>16) The teacher gives an incomplete text and asks the students to complete the text and do the follow up activity in pairs.</p>	30'
<p><b>After Reading</b></p> <p>17) The teacher asks the students to do comprehension questions.</p> <p>18) The teacher and the students discuss the answer of the questions.</p>	15'
<p><b>Post Teaching</b></p> <p>19) The teacher and the students sum up the lesson.</p> <p>20) The teacher asks the students' difficulty during the lesson.</p> <p>21) The teacher ends the class by saying <i>"OK, let's call it a day and see you next meeting"</i></p>	5'

## H. References

- Priyana, Joko. 2008. **Scaffolding English for Junior Highschool Grade VIII**. Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional.
- Text from internet  
<http://www.sekolahoke.com>

## I. Media:



7. Whiteboard
8. LCD projector
9. Pictures

#### J. Assessment

Indicators	techniques	Forms	Instruments
<ul style="list-style-type: none"> <li>Identifying words related to the picture.</li> </ul>	written	essay	1. <i>Predict what will come in the text. List some words related to the picture.</i>
<ul style="list-style-type: none"> <li>Identifying topic and main idea of the text</li> <li>Finding the detail information from the text</li> <li>Identifying linguistic features of a recount text.</li> </ul>	written	essay	2. <i>Read the text again carefully. In pairs, answer the following questions.</i> 3. <i>Read the following statements. Write T if the statement is true and F if the statement is false. Correct the false statement. Look at the example.</i> 4. <i>Based on the text above, answer the following questions.</i>

Teacher

Researcher ,

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(Kurnia Citra Dewi)  
NIM : 09202244044

### Activity 3

- The text above is a recount text. It tells, “What happened”. The purpose of a recount text in general is to tell past experiences.
- Generic Structure
  - Orientation : in this part, you can answer 3 questions about the text; who, where, when
  - Events : what happened, and then...
  - Reorientation : conclusion or the writer’s feeling of the events
- Linguistic features
  - Grammar : past tense
  - Signal words/ connective words (*time order: first, then, after that, finally...*)

### Activity 4

- a. In pairs, fill in the blanks with the correct verb forms in the box. Look at the example.

go	attend	take	win	accompany	spend
----	--------	------	-----	-----------	-------

1. Fredy *went* to Samarinda last year.
2. Asep .... his brother to the airport yesterday.
3. Ketut Tantri .... much money in his holiday last month.
4. Sanusi .... Me to go to the travel agent three days ago.
5. Last holiday, Laila .... an English course.
6. Two days ago, Elizabeth .... the free ticket to Hawai.

- b. In pairs, complete the letter with the suitable word in the box.  
Change the form if necessary. Look at the example.

visit	go	is	finally	buy	spend
-------	----	----	---------	-----	-------

Denpasar, 19 Agustus

2013

Hi Putri, How are you? I hope you are fine.

By the way, I want to tell you about my holiday. Last month, my brother and I 1) *went* to Bandung. We were so happy because it was the first time to visit the place. There are many interesting places to visit.

First, we 2) ... Tangkuban Perahu. The place is just wonderful. After that, we went to Dago Street. I 3) ... some t-shirts there. Then, my brother and I went to Cibaduyut. I bought many things like shoes, dolls, and some souvenirs. I also did not forget to buy 'peuyeum'. Bandung is famous for its 'peuyeum'. 4) ..., I went to a café nearby to have lunch.

My brother and I 5) ... three days in Bandung and that 6) .... really fun.

Anyway, I will write to you again next time. Write to me as soon as you can. Bye.

Sincerely,  
Ketut Tantri

*Adapted from Scaffolding  
Grade 8*

- c. Based on the letter above, answer the following questions.

1. What is the text about?
2. When did Ketut spend her holiday?
3. What was Ketut first destination in Bandung?
4. "Finally, I went to a café nearby to have lunch."  
What is the meaning of the underlined word in Bahasa Indonesia?
5. How many days did Ketut Tantri spend in Bandung?
6. Where does Ketut Tantri live?
7. What does paragraph three about?
8. Why was the writer so happy about her holiday?
9. Why did Ketut Tantri write a letter to her friend?
10. Write connective words of the letter above.

## LESSON PLAN

School	: SMP N 1 Mlati
Subject	: English
Class/Semester	: VIII/1
Text Type	: Recount
Theme	: Camping
Skill	: Reading
Time Allocation	: 2 x 40 minutes

### A. Standard Competence

5. Understanding meaning in very simple written short functional texts and essays in the forms of descriptive and recount related to the surrounding environment.

### B. Basic Competence

- 5.1 Responding to the meaning and rhetorical steps of simple short essays in the form of recount accurately, fluently, and acceptably related to the surrounding environment.

### C. Teaching Objective

At the end of the lesson, students are expected to be able to respond explicit and implicit information of a recount text accurately, fluently, and acceptably.

### D. Indicators

- 1) Identifying words related to the picture
- 2) Identifying topic and main idea of a recount text
- 3) Finding the detail information from the text
- 4) Guessing the meaning of difficult words

## E. Teaching Materials

- **Recount text about camping**

I went camping with some of my friends last holidays. We camped on the shore of the lake out of the city. I enjoyed the activity very much because it was my first experience living far away from my family.

Before we went to the campsite, we prepared many things. They were the tent and its equipment, cooking and eating utensils, some foods and drinks, bedding, guitar and a camera.

On the first day of our holidays, we leaved for the campsite by a car. We wanted to reach the place when it is still morning. Therefore, we leaved home at about 6.00 a.m., because it took more than an hour to reach the campsite.

Arriving at the campsite, we set up the tent. It needed an hour to do this. After finishing the first job, we decided to take a rest for a moment while having meals and drinks we brought from home.

We lived in the camp for three days. We had many activities during those times. We prepared our meals by cooking and washed our clothes by ourselves. And we lighted campfire at night. We enjoyed the warmth of the campfire while singing songs.

I felt that I got so many experiences from camping. Besides getting fun, I could practice how to be independent and to cooperate with others.

- Words related to the topic “camping” such as campfire, tent, campsite, etc.

## F. Teaching Method

*Three phase technique*

- a) *pre-reading* : asking some questions related to the topic discussed
- b) *whilst-reading* : reading the text in depth
- c) *post-reading* : doing the follow up activities and summarizing the lesson

## G. Teaching and Learning Process

Learning Activities	Time
<b>Pre-teaching</b>	
1) The teacher greets and asks the students' condition.	5'
2) The teacher leads praying.	
3) The teacher checks the attendance list.	
4) The teacher reviews the previous lesson.	
5) The teacher tells the objective of the lesson by saying “Today we are going to talk about camping”	

<p><b>While Teaching</b></p> <p><b>Pre - Reading</b></p> <p>6) The teacher asks some questions about the students' experiences of camping <i>"Have you ever been on a camping? Where was the location?"</i></p> <p>7) The teacher shows a picture to the students</p> <p>8) The teacher asks some questions related to the picture. <i>"What do you see in the picture? What did they do?"</i></p> <p>9) The teacher asks students to make some groups in order to do vocabulary game and explains the rules.</p> <p>10) The teacher asks each group to write words related to the picture and the topic as many as possible.</p> <p>11) The teacher and the students discuss the words written by the students and gives punishment to the lose group.</p> <p>12) The teacher shows a new picture to the students.</p> <p>13) The students are asked to predict the content of the text, which is going to be studied, based on the picture in pairs.</p> <p>14) The teacher gives the text to the students in forms of jumbled paragraphs.</p> <p>15) The students are asked to rearrange the jumbled paragraphs into a proper order.</p> <p><b>Whilst Reading</b></p> <p>16) The teacher and the students discuss the proper arrangement of the text.</p> <p>17) The teacher asks the students to skim and scan the text in order to check their predictions toward the text.</p> <p>18) The teacher asks the students to read the text in depth.</p> <p>19) The teacher asks the students to highlight difficult words.</p> <p>20) The teacher asks the students to read aloud the text in order to check their pronunciation.</p> <p>21) The teacher and the students discuss the content of each paragraph.</p> <p><b>After Reading</b></p> <p>22) The teacher asks the students to do comprehension questions.</p> <p>23) The teacher and the students discuss the answer of the questions.</p> <p><b>Post Teaching</b></p> <p>24) The teacher and the students sum up the lesson.</p> <p>25) The teacher asks the students' difficulty during the lesson.</p> <p>26) The teacher ends the class by saying <i>"OK, let's call it a day and see you next meeting"</i></p>	<p>25'</p> <p>30'</p> <p>15'</p> <p>5'</p>
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#### H. References

- Text and pictures adapted from English Way 2 SMP Grade VIII

#### I. Media:

10. Whiteboard
11. LCD projector
12. Pictures

#### J. Assessment

Indicators	techniques	Forms	Instruments
<ul style="list-style-type: none"><li>• Identifying words related to the picture</li></ul>	written	essay	<i>1. Write words which are related to the picture and the topic as many as possible. (Vocabulary game)</i>
	written	essay	
<ul style="list-style-type: none"><li>• Identifying topic and main idea of a recount text</li><li>• Finding the detail information from the text</li><li>• Guessing the meaning of difficult words</li></ul>	written	essay	
			<i>2. Based on the text, answer the following questions.</i>
			<i>3. Read the text carefully. In groups, find out the words in the text, which have the following meaning. Number one is done for you.</i>

Teacher

Researcher ,

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### ***Activity 1***

**Read the jumbled paragraphs below. In groups, rearrange them into a proper recount text.**

**A)** We lived in the camp for three days. We had many activities during those times. We prepared our meals by cooking and washed our clothes by ourselves. And we lighted campfire at night. We enjoyed the warmth of the campfire while singing songs.

**B)** Arriving at the campsite, we set up the tent. It needed an hour to do this. After finishing the first job, we decided to take a rest for a moment while having meals and drinks we brought from home.

**C)** I went camping with some of my friends last month. We camped on the shore of the lake out of the city. I enjoyed the activity very much because it was my first experience living far away from my family.

**D)** On the first day of our holidays, we leaved for the campsite by a car. We wanted to reach the place when it is still morning. Therefore, we leaved home at about 6.00 a.m., because it took more than an hour to reach the campsite.

**E)** I felt that I got so many experiences from camping. Besides getting fun, I could practice how to be independent and to cooperate with others

**F)** Before we went to the campsite, we prepared many things. They were the tent and its equipment, cooking and eating utensils, some foods and drinks, bedding, guitar and a camera.

**The correct sequence is...**



### *Activity 2*

**Read the text carefully. In groups, find out the words in the text, which have the following meaning. Number one is done for you.**

1. di tepi : on the shore
2. beristirahat
3. bekerjasama
4. pengalaman
5. tempat berkemah
6. tenda
7. api unggun
8. mandiri

### *Activity 3*

**Based on the text, answer the following questions.**

1. Where did the writer camp?
2. What were things prepared before going to the campsite?
3. How long did the writer live in the camp?
4. What did the writer do in the campsite at night?
5. What did the writer get from the activity?

## LESSON PLAN

School	: SMP N 1 Mlati
Subject	: English
Class/Semester	: VIII/1
Text Type	: Recount
Theme	: Feeling Unwell
Skill	: Reading
Time Allocation	: 2 x 40 minutes

### A. Standard Competence

5. Understanding meaning in very simple written short functional texts and essays in the forms of descriptive and recount related to the surrounding environment.

### B. Basic Competence

- 5.1 Responding to the meaning and rhetorical steps of simple short essays in the form of recount accurately, fluently, and acceptably related to the surrounding environment.

### C. Teaching Objective

At the end of the lesson, students are expected to be able to respond explicit and implicit information of a recount text accurately, fluently, and acceptably.

### D. Indicators

- 1) Identifying words related to the picture
- 2) Identifying topic and main idea of a recount text
- 3) Finding the detail information from the text
- 4) Guessing the meaning of difficult words
- 5) Identifying the structure of recount text

### E. Teaching Materials

- Recount text about camping

<p style="text-align: center;">Being Hospitalized</p> <p>Irma, my neighbor, was hospitalized last month. She was diagnosed to be contracted with the dengue fever.</p> <p>Three days before, Irma had severe headache and rashes on her arms and legs. Her body's temperature was so high. Then, her parents sent her to the hospital.</p> <p>Then, the doctor gave an intensive treatment to her soon after she arrived at the hospital. The doctor said that she had to stay in the hospital for some days until she got better. She was treated in the intensive care unit.</p> <p>In the hospital, the doctor and the nurses gave some treatment to her. Everyday, they came to Irma's room to examine and to give her some medicines.</p>
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- The use of suffix *-ache* in the names of diseases

### F. Teaching Method

*Three phase technique*

- pre-reading* : asking some questions related to the topic discussed
- whilst-reading* : reading the text in depth
- post-reading* : doing the follow up activities and summarizing the lesson

### G. Teaching and Learning Process

Learning Activities	Time
<b>Pre-teaching</b> 1) The teacher greets and asks the students' condition. 2) The teacher leads praying. 3) The teacher checks the attendance list. 4) The teacher reviews the previous lesson. 5) The teacher tells the objective of the lesson by saying "Today we are going to talk about health problems."	5'
<b>While Teaching</b> <b>Pre - Reading</b> 6) The teacher asks some questions about the students' experiences of being sick "Have you ever got a sickness? What kinds of sickness it was? What did you do then?" 7) The teacher explains many kinds of sicknesses in English	25'



## J. Assessment

Indicators	techniques	Forms	Instruments
<ul style="list-style-type: none"> <li>Identifying words related to the picture</li> </ul>	written	essay	1. Write words which are related to the picture and the topic as many as possible.
	written	essay	
<ul style="list-style-type: none"> <li>Identifying topic and main idea of a recount text</li> </ul>	written	essay	2. In pairs, answer the following questions based on the text.
<ul style="list-style-type: none"> <li>Finding the detail information from the text</li> </ul>	written	essay	3. Based on the text, answer the following questions.
<ul style="list-style-type: none"> <li>Guessing the meaning of difficult words</li> </ul>			4. Match these words. Try to predict the meaning based on the text. Do not open your dictionary. Number one is done for you.
<ul style="list-style-type: none"> <li>Identifying the structure of recount text</li> </ul>			5. In groups, arrange these jumbled paragraphs into a coherent text. Then identify the generic structures of the text and present it in front of the class.

Teacher

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**Task 1**

Match these words. Try to predict the meaning based on the text. Do not open your dictionary. Number one is done for you.

words	meaning
<i>Hospitalized</i> <i>c</i>	a. Sakit kepala
diagnosed	b. perawatan
headache	<i>c. diopname</i>
treatment	d. memeriksa
nurses	e. memperbolehkan
examine	f. didiagnosa
allow	g. bintik-bintik merah
rashes	h. tetangga
contracted	i. membawa
sent	j. perawat
neighbor	k. menderita penyakit

**Task 2**

In pairs, answer the following questions based on the text.

1. When did Irma was being hospitalized?
2. Why was Irma hospitalized?
3. How was her condition before she was hospitalized?
4. How long did Irma stay in the hospital?
5. Where did Irma get an intensive treatment?

### Task 3

**In groups, arrange these jumbled paragraphs into a coherent text. Then identify the generic structures of the text and present it in front of the class.**

1. This morning Mr. Wahyu got better. He was very glad. He went to work again.
2. Early in the morning, Mr. Wahyu went to the public health centre because he wanted to see the doctor as soon as possible. He was the first to arrive there. After he registered in the receptionist counter, Mr. Wahyu went to the dentist's room.
3. Mr. Wahyu is an employee in a glove factory. He did not go to work yesterday. He had a pain on his teeth. He wanted to go to the public health centre in his town.
4. The dentist examined and gave treatment to his teeth. The dentist gave him a prescription. Mr. Wahyu took the medicines in the medicine counter. As soon as he got home, he took the medicines.

### Task 4

**Match these words. Try to predict the meaning based on the text. Do not open your dictionary. Number one is done for you.**

Words	Meaning
1. Counter      a	a. bagian
2. register	b. resep
3. dentist	c. obat
4. prescription	d. mendaftar
5. employee	e. dokter gigi
6. examine	f. memeriksa
	g. karyawan

### Task 5

**Based on the text, answer the following questions.**

1. Why was Mr. Wahyu absent to work yesterday?
2. What did Mr. Wahyu do after he arrived at the public health centre?
3. "He was the first to arrive there."  
What does the underlined word refer to?
4. How is Mr. Wahyu feeling today?

# **APPENDIX D**

## **COURSE GRID**



## COURSE GRID

**Standard of Competence:** Understanding meaning in very simple written short functional texts and essays in the forms of descriptive and recount related to the surrounding environment.

Basic Competence	Learning Materials	Learning Activity	Indicators	Assessment		Time Allocation	Sources
				Technique	Form		
Responding to the meaning and rhetorical steps of simple short essays in the form of descriptive accurately, fluently, and acceptably related to the surrounding environment.	1. Descriptive texts 2. Vocabulary related to the topic (The Amazing Animals) 3. Grammar	<b>Pre - Reading</b> 22) The teacher shows a picture to the students 23) The teacher asks some questions related to the picture. 24) The teacher asks students to predict words related to the picture and the title of a text. 25) Then the teacher gives a text, asks students to skim the text in order to check their prediction, and then discusses the result with the students. <b>Whilst Reading</b> 26) The teacher asks the students to read the text in depth. 27) The teacher asks the students to highlight difficult words. 28) The teacher asks the students to read aloud the text in order to check their pronunciation. 29) The teacher and the students discuss the content of each paragraph.	5. Identifying words related to the picture. 6. Guessing the meaning of words from the text 7. Finding main ideas of the text. 8. Finding the detail information from the text	Written	Essay	2 x 40 minutes	Scaffolding Grade VIII  Descriptive texts from internet: <a href="http://www.worldofbiology-h2q.blogspot.com">http://www.worldofbiology-h2q.blogspot.com</a> <a href="http://www.exploringnature.org">http://www.exploringnature.org</a> <a href="http://gyangilang17.blogspot.com/">http://gyangilang17.blogspot.com/</a>

		<p>30) The teacher asks some questions related to the text.</p> <p>31) The teacher explains how to find topic, main idea and supporting details of a text/passage.</p> <p>32) The teacher asks the students to read a new text.</p> <p><b>After Reading</b></p> <p>33) The teacher asks the students to do comprehension questions.</p> <p>34) The teacher and the students discuss the answer of the questions.</p> <p>35) The teacher asks the students to have a group discussion and present the result of the discussion in the class.</p>					
Responding to the meaning and rhetorical steps of simple short essays in the form of descriptive accurately, fluently, and acceptably related to the surrounding environment.	<p>1. Descriptive texts</p> <p>2. Vocabulary related to the topic (My Gorgeous Idols)</p> <p>3. Introducing how to find topic, title and main</p>	<p><b>Pre - Reading</b></p> <p>1. The teacher shows a picture to the students</p> <p>2. The teacher asks some questions related to the picture. <i>"Who is this? Have you ever seen this girl?"Where is it?</i></p> <p>3. The teacher asks students to predict words related to the picture and the title of a text.</p> <p><b>Whilst Reading</b></p> <p>4. The teacher gives a text, asks</p>	<p>1. Identifying words related to the picture.</p> <p>2. Identifying topic and main idea of the text</p> <p>3. Finding the detail information from the text</p>	Written	Essay	2 x 40 minutes	<p>Scaffolding Grade VIII.</p> <p>Texts from internet: <a href="http://www.sekolahoke.com">http://www.sekolahoke.com</a></p>

	idea in the text	<p>students to scan the text in order to check their predictions, and then discusses the result with the students.</p> <p>5. The teacher asks the students to read the text in depth.</p> <p>6. The teacher asks the students to highlight difficult words.</p> <p>7. The teacher asks the students to read aloud the text in order to check their pronunciation.</p> <p>8. The teacher and the students discuss the content of each paragraph.</p> <p>9. The teacher asks some questions related to the text.</p> <p>10. The teacher explains how to find topic, main idea and supporting details of a text/passage.</p> <p>11. The teacher asks the students to read a new text.</p> <p><b>After Reading</b></p> <p>12. The teacher asks the students to do comprehension questions.</p> <p>13. The teacher and the students discuss the answer of the questions.</p> <p>14. The teacher asks the students to discuss a new material related to the topic.</p> <p>15. The teacher asks a member of</p>	4. Guessing the meaning of difficult words				
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		each group to present the result of the discussion.					
Responding to the meaning and rhetorical steps of simple short essays in the form of recount accurately, fluently, and acceptably related to the surrounding environment.	<ol style="list-style-type: none"> <li>1. Recount Texts</li> <li>2. Pattern and examples of simple past tense.</li> <li>3. Generic structure and linguistic features of recount text.</li> <li>4. Vocabulary related to the topic (Holidays)</li> </ol>	<p><b>Pre - Reading</b></p> <ol style="list-style-type: none"> <li>1. The teacher asks some questions about the students' activities on Sunday. "What did you do last Sunday?"</li> <li>2. The teacher shows a picture to the students</li> <li>3. The teacher asks some questions related to the picture. "What do you see in the picture? What did they do? Where is it?"</li> <li>4. The teacher asks students to write everything they have already known about the picture.</li> <li>5. The teacher gives a title of a recount text and asks students to predict the content of the text based on the title and the picture.</li> </ol> <p><b>Whilst Reading</b></p> <ol style="list-style-type: none"> <li>6. The teacher presents the text and asks students to skim the text and check their prediction.</li> <li>7. The teacher asks the students to read the text in depth.</li> <li>8. The teacher asks the students to highlight difficult words.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifying words related to the picture</li> <li>2. Identifying linguistic features of a recount text</li> <li>3. Identifying topic and general idea of a recount text</li> <li>4. Finding the detail information from the text</li> </ol>	Written	Essay	2x40 minutes	<p>Scaffolding Grade VIII.</p> <p>Texts from internet:  <a href="http://www.sekolahoke.com">http://www.sekolahoke.com</a></p>

		<p>9. The teacher asks the students to read aloud the text in order to check their pronunciation.</p> <p>10. The teacher and the students discuss the content of each paragraph.</p> <p>11. The teacher explains the definition, purpose, generic structure, and language features of a recount text.</p> <p>12. The teacher gives an incomplete text and asks the students to complete the text and do the follow up activity in pairs.</p> <p><b>After Reading</b></p> <p>13. The teacher asks the students to do comprehension questions.</p> <p>14. The teacher and the students discuss the answer of the questions.</p>					
Responding to the meaning and rhetorical steps of simple short essays in the form of recount accurately, fluently, and acceptably related to the surrounding environment.	<p>1. Recount Texts</p> <p>2. Pattern and examples of simple past tense.</p> <p>3. Vocabulary related to the topic (Camping)</p>	<p><b>Pre-reading</b></p> <p>1. The teacher asks some questions about the students' experiences of camping "<i>Have you ever been on a camping? Where was the location?</i>"</p> <p>2. The teacher shows a picture to the students</p> <p>3. The teacher asks some questions related to the picture. "<i>What do you see in the</i></p>	<p>1. Identifying words related to the picture</p> <p>2. Identifying topic and main idea of a recount text</p> <p>3. Finding the detail</p>	Written	Essay	2x40 minutes	Text and pictures adapted from English Way 2 SMP Grade VIII

		<p><i>picture? What did they do?</i></p> <ol style="list-style-type: none"> <li>4. The teacher asks students to make some groups in order to do vocabulary game and explains the rules.</li> <li>5. The teacher asks each group to write words related to the picture and the topic as many as possible.</li> <li>6. The teacher and the students discuss the words written by the students and gives punishment to the lose group.</li> <li>7. The teacher shows a new picture to the students.</li> <li>8. The students are asked to predict the content of the text, which is going to be studied, based on the picture in pairs.</li> <li>9. The teacher gives the text to the students in forms of jumbled paragraphs.</li> <li>10. The students are asked to rearrange the jumbled paragraphs into a proper order.</li> </ol> <p><b>Whilst Reading</b></p> <ol style="list-style-type: none"> <li>11. The teacher and the students discuss the proper arrangement of the text.</li> <li>12. The teacher asks the students to skim and scan the text in order to check their predictions</li> </ol>	<p>information from the text</p> <ol style="list-style-type: none"> <li>4. Guessing the meaning of difficult words</li> </ol>				
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		<p>toward the text.</p> <p>13. The teacher asks the students to read the text in depth.</p> <p>14. The teacher asks the students to highlight difficult words.</p> <p>15. The teacher asks the students to read aloud the text in order to check their pronunciation.</p> <p>16. The teacher and the students discuss the content of each paragraph.</p> <p><b>After Reading</b></p> <p>17. The teacher asks the students to do comprehension questions.</p> <p>18. The teacher and the students discuss the answer of the questions.</p>					
Responding to the meaning and rhetorical steps of simple short essays in the form of recount accurately, fluently, and acceptably related to the surrounding environment.	<p>1. Recount Texts</p> <p>2. Vocabulary related to the topic (Feeling Unwell)</p> <p>3. Pattern of recount text</p>	<p><b>Pre - Reading</b></p> <p>1. The teacher asks some questions about the students' experiences of being sick <i>"Have you ever got a sickness? What kinds of sickness it was? What did you do then?"</i></p> <p>2. The teacher explains many kinds of sicknesses in English term (suffix -ache).</p> <p>3. The teacher shows a picture to the students</p> <p>4. The teacher asks some questions related to the picture.</p>	<p>1. Identifying words related to the picture</p> <p>2. Identifying topic and main idea of a recount text</p> <p>3. Finding the detail information from the text</p> <p>4. Guessing</p>	Written	Essay	2x40 minutes	Text and pictures adapted from English Way 2 SMP Grade VIII

		<p><i>“What do you see in the picture?”</i></p> <p>5. The teacher shows a new picture to the students.</p> <p>6. The teacher asks students to think of everything they have already known about the picture.</p> <p>7. The teacher gives a title of a recount text and asks students to predict the content of the text based on the title and the picture orally.</p> <p>8. The teacher writes the students’ predictions on whiteboard.</p> <p><b>Whilst Reading</b></p> <p>9. The presents the text and asks the students to skim the text and check their predictions.</p> <p>10. The teacher asks the students to read the text in depth.</p> <p>11. The teacher asks the students to highlight difficult words.</p> <p>12. The teacher asks the students to read aloud the text in order to check their pronunciation.</p> <p>13. The teacher and the students discuss the content of each paragraph.</p> <p><b>After Reading</b></p> <p>14. The teacher asks the students to do comprehension questions.</p>	<p>the meaning of difficult words</p> <p>5. Identifying the structure of recount text</p>				
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		15.The teacher and the students discuss the answer of the questions.					
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# **APPENDIX E**

## **OBSERVATION CHECKLISTS**

### Observation Checklist

Day : Thursday  
 Date : 19 October 2018  
 Time : 09.15 - 11.15  
 Place : SMPN 1 Mlati

Check each item in the column that most clearly represents your observation.

Observation Items		Reflection/Comment	
Pre-teaching		Yes	No
1. The teacher builds the students' interest and attention by introducing the topic.	✓		
2. The students express their own experience and share their knowledge about the topic.	✓		
3.			
4.			
Whilst Teaching			
1. The teacher activates the students' schema by showing a picture related to the material.	✓		It helps the sis about new vocab that they will find in the text.
2. The teacher accesses the students' prior knowledge by asking some questions related to the picture.	✓		
3. The students express their own experience and share their knowledge about the picture.		✓	Not all the sis take a part.
4. The teacher accesses the students' prior knowledge by asking students to write everything they know related to the picture and title of the text.	✓		They compete to find & write the vocab in the white board.
5. The students explore the key words by skimming the text.	✓		But the teacher should observe around especially the students
6. The teacher builds connection between the students' prior knowledge and the new material	✓		who are ignoring the teaching

by asking the students to read the text and identify the difficult words.			
7. The students comprehend the new material by identifying the content of each paragraph.	✓		
8. The teacher aids the students into greater schemata by asking them to make comparisons and contrasts with what they already know into their preexisting schemata.	✓		
<b>After Teaching</b>			
1.			
2.			

Observer

*B. Ajeng S.P*  
B. Ajeng S.P

# **APPENDIX F**

## **TESTS**

### The Blueprint of Reading Comprehension Pre-Test

No.	Indicators	Item Number	Total
1.	Finding the topic/main idea of the paragraph	5, 15, 22, 23, 27, 36	6
2.	Finding the important information of the paragraph	1, 2, 3, 6, 7, 12, 13, 16, 17, 19, 28, 29, 32	13
3.	Finding the reference of particular words	4, 8, 20, 24, 25, 30, 38	7
4.	Finding the synonym and antonym of particular words/phrases	9, 10, 14, 21, 26, 31, 34, 35, 39	9
5.	Finding the true and false statements of the paragraph	11, 18, 33, 37, 40	5

## Reading Comprehension Test

### Petunjuk

- Tuliskan nama, no.urut siswa, dan kelas di atas lembar jawaban yang disediakan.
- Jawablah pertanyaan berikut ini dengan memilih salah satu jawaban yang anda anggap paling benar dengan memberikan tanda silang (X) pada huruf A,B,C, or D pada lembar jawaban yang disediakan.

*Text for questions number 1-5*

Line 5

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He is short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that is why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He is very strong.

I always take care of my dogs every day.

<http://belajar.kemdiknas.go.id>

1. How many dogs does the writer have?
  - a. 1
  - b. 2
  - c. 3
  - d. 4
2. How does Casper look like?
  - a. short with long body and strong legs
  - b. Brown, with long and thick fur
  - c. slim body, long legs
  - d. thin fur and dots
3. Why does the writer call the collie, Brownie? The writer calls the collie, Brownie because ....
  - a. she likes brownies
  - b. she has brown ear
  - c. she has brown fur
  - d. she like it
4. "She has long and thick fur" (line 3)  
The underlined word refers to...
  - a. The dog
  - b. Dottie
  - c. Casper
  - d. Brownie

Number 1 to 5 are removed

5. What is the topic of the passage?
  - a. My lovely dogs
  - b. Casper and the family
  - c. The cute dogs
  - d. The amazing dogs

*Text for questions number 6-11*

### **Taronga Zoo**

Taronga Zoo is the major zoo in Australia. It is located in Sydney, New South Wales. It occupies a 33-hectare location. The name “taronga” is an aboriginal name. It means “water view”.

Line 5

The Zoo has Australia’s finest collection of native Australian animals and many exotic species. It has kangaroos, wallabies, and koalas. Those animals can be seen from a close distance. There are platypuses, echidnas, and New Zealand kiwis in the Nocturnal House. There are also gorillas in the New Gorilla Tropical Forest. All animals in the zoo are kept very well. They are kept in the environment that is like their natural habitat. Taronga is usually used as a site for specific research, conservation, and education. It also offers a range of educational and special interest tours.

*Source: Scaffolding Grade 8*

6. Where is Taronga Zoo located?
  - a. It is located in Sydney, Australia.
  - b. It is located in New Zealand.
  - c. It is located in New York.
  - d. It is located in the Aboriginal site.
7. Where in Taronga Zoo can you find New Zealand kiwis?
  - a. In the Tropical Forest
  - b. In the south of the zoo
  - c. In the Nocturnal House
  - d. In New Zealand
8. “It means “water view”.” (line 3)  
The word it in the sentence refers to ...
  - a. The aboriginal name
  - b. Taronga
  - c. New South Wales
  - d. The major zoo in Australia
9. Which of the following words is the synonym of “major”?
  - a. First
  - b. Secondary
  - c. Main
  - d. Ordinary
10. Which of the following words is the antonym of “natural”?
  - a. Ordinary

Revision of the key answer  
from A to C

Revision of the key answer  
from C to D



- b. Artificial
- c. Original
- d. Usual

Revision of the key answer  
from B to A

11. Which of the following statements is true according to the text?

- a. Taronga Zoo is the only zoo in Australia.
- b. The animals in Taronga Zoo cannot be seen in a close distance.
- c. The name “taronga” is aboriginal for “water view”.
- d. Taronga Zoo only has native Australian animal.

Revision of the key  
answer from C to D

*Text for questions number 12-15*

Line 5

I live in a village called Amed in Bali, about a two-hour drive from Kuta. It is a beach village and one of the best places for scuba diving in Bali. To reach my village, you will need a lot of energy because it is an exhausting trip. The road is curved and there are many ups and downs too. But as soon as you arrive in Amed, your efforts will be paid by the beauty of my village.

Unlike other places in Bali, Amed is a calm and peaceful place. The bay, some sandy, others rocky appears to be lined with traditional fishing boats called jukung. From the top of the hill, people can enjoy the beautiful scenery. There are no factories or industries in Amed, so the water and the soil in my village are still clean and unpolluted. This is needed to produce salt by the people in the village.

*Source: Englishahkam.blogspot.com*

12. What makes Amed different from other places in Bali?

- a. Amed is a place for scuba diving.
- b. It needs a lot of energy to get there.
- c. Amed is a calm and peaceful place.
- d. Amed has many star rated hotels.

13. Where can people enjoy beautiful scenery in Amed?

- a. From the top of the hill.
- b. From the top of the factory.
- c. From the beach of the village.
- d. From the roads of the village.

14. “.... Because it is an exhausting trip.” (paragraph 1)

The underlined word has similar meaning to....

- a. Tiring
- b. boring
- c. Confusing
- d. Challenging

Revision of the order of  
the choices

15. What is the main idea of paragraph two?

- a. Amed is a beautiful place.
- b. Amed is a calm and peaceful place.
- c. People love Amed because it is a calm and peaceful place.
- d. Unlike other places in Bali, Amed is still clean and beautiful.

Text for questions number 16-21

Line 5

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!" I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

Source: detik-detik UN Bahasa Inggris; 2005/2006; Intan Pariwara

16. When did the clock stopped?
- At 5.12
  - At 11.55
  - At 12.00
  - At 12.02
17. Based on the text, where was the writer?
- At the town
  - At the Hall
  - At home
  - At the Town Hall
18. Which of the following is not true according to the text?
- The writer was waiting to celebrate the New Year.
  - The writer brought a watch.
  - The writer was very happy.
  - The writer celebrated the New Year with his family.
19. What probably happened when someone shouted that the clock stopped?
- Everybody directly celebrated the New Year
  - Everybody sings and laugh.
  - Everybody looked for a watch.
  - Everybody shouted too.
20. "It would strike twelve in twenty minutes' time."  
The underlined word refers to ...
- the clock
  - author's watch
  - the town
  - the place
21. "The big clock refused to welcome the New Year"  
What is the synonym of the underlined word?
- accept
  - admit
  - hate
  - reject

Revision of wrong  
choices

Revision of choice C  
from hate to stop

Line 5

Rosa looked out the window. The snow that had been falling throughout the afternoon was turning into a blizzard. Rosa's dog, Shorty, had gone out about a half hour ago to fetch the paper. He should have been back by now. Rosa knew Shorty loved to play in the snow, but he would be cold and afraid in this weather.

Rosa put on her coat and hurried outside. She struggled across the yard to a cluster of bushes that blanketed with snow. Rosa looked under heavy white limbs, but there was no sign of Shorty. Then she heard a scratching sound and whirled in its direction. She noticed an old, hollowed – out log. Inside the log was Shorty warm, safe, and with the evening paper in his mouth.

Adopted from <http://belajar.kemdiknas.go.id>

22. What is the topic of the first paragraph?

- a. Looking at the outside
- b. Fetching newspapers
- c. Rosa's feeling
- d. Rosa's worry about Shorty

23. What is the main idea of the first paragraph?

- a. Rosa didn't like blizzards.
- b. Shorty was missing.
- c. Shorty went out to get the paper.
- d. Shorty had crying.

Number 23 is removed

24. "...but he would be cold and afraid in this weather." (line 5)

The underlined word refers to....

- a. cold
- b. bad
- c. cold and snowy
- d. winter

Revision of choice B from bad to snowy and bad

25. "Then she heard a scratching sound and whirled in its direction". (Paragraph 2)

The underlined word refers to....

- a. A scratching sound
- b. An old hollowed log
- c. White limbs
- d. A sign

Revision of choice C from White limbs to Shorty

26. "She struggled across the yard to a cluster..." (line 6)

The underlined word has a closest meaning with the word ....

- a. fought
- b. ran
- c. attempted
- d. jumped

Number 26 is removed and substituted a new one

Text for questions number 27 - 31

Line 3

Last holiday I went to Paris. I visited museums and sat in public gardens. A friendly waiter taught me a few words of French. Then he lent me a book. I read a few lines, but I did not understand a word. Everyday I thought about postcards. My holidays passed quickly, but I did not send any cards to my friends. On the last day I made a big decision, I got up early and bought thirty-seven cards. I spent the whole day in my room, but I did not write a single card.

Adopted from <http://belajar.kemdiknas.go.id>

27. What is the text about?
- Visiting museum
  - Postcard
  - Words of French
  - Holiday**
28. Whom did the writer meet in Paris?
- Friendly waiter**
  - His friends
  - Postman
  - Mother
29. What was the first place the writer visited?
- Museum**
  - Public garden
  - His room
  - Post office
30. "I read a few lines, ..." (line 3)  
What does the underlined phrase mean?
- Words in a postcard
  - Text on the book**
  - Museum guiding
  - Garden's rules
31. The following statements are true EXCEPT...
- The writer went to Paris last holiday.
  - The spent a whole day in his room but no card was written
  - The writer read a French book and he understood the all words.
  - The writer read a French book but he did not understand the words.

*Text for questions number 32-36*

Line 3

I went to Flores last month. I went there to visit Australian Volunteer English teachers in Maumere, Ende, and Bajawa. As a result, I also enjoyed the beauty of the island.

I started my first day in Maumere with Jo Keating. After visiting several schools in the city, we took an amazing journey over the mountains to the south coast. We visited a new junior high school there. Then, I traveled to Ende to meet Sharon Kidman. Ende has a great market with a lovely selection of traditional woven ikat cloth, and great seafood.

My next trip was to Detusoko. It is a mountain village. I went there with Ginny Edwards. Detusoko is not far from Mount Kelimutu. We woke up at 4 am to see the three different coloured lakes at dawn. It was truly inspiring.

My final trip was to Bajawa. It is a small town high in the mountains. It was very cold place. Yet, my trip was fun and memorable. I would like to go back to Flores one day.

*Adopted from Scaffolding Grade 8*

32. Where did the writer go on the first day?
- Ende
  - Maumere
  - The mountain village
  - Mount Kelimutu
33. Which of the following statements is false according to the text?
- After visiting Maumere, the writer went to Ende.
  - After visiting Ende, the writer went to the mountain village.
  - Bajawa is the writers's third destination.
  - The writer visited some schools in Maumere.
34. Which of the following words is the antonym of "different"?
- Distinct
  - Similar
  - Diverse
  - Unlike
35. Which of the following words is the synonym of "coast"?
- Shore
  - Sea
  - Mountain
  - Lake
36. What is the best title for the text?
- The Beautiful of Flores
  - My Holiday in Flores
  - The Vacation Spots in Flores
  - My Experience

Number 35 is removed and substituted to a new one but still about synonym

### Dengue Fever

Dengue fever is one of the most dangerous diseases in the world. Dengue fever is endemic in most tropical countries of the South Pacific, Asia, the Carribeans, the Americas and Africas. This disease rapidly spreads in most tropical urban areas of the world. It means people in these areas have high risks of infection of the disease.

Line 5

Dengue fever is caused by a virus. The virus is transmitted into humans by the bite of infected mosquito, usually Aedes Aegypti. In other words, the disease cannot be spread directly from person to person.

The disease is characterized by high fever, severe headache, backache, joint, and muscle pains, sometimes, many patients get nausea, vomiting, and a rash on arms, face and legs. There is no specific treatment for the disease.

Line 11

Adopted from <http://englishahkam.blogspot.com>

37. What is the true statement about dengue fever according to the text?

- a. It is endemic in most tropical countries.
- b. It is like cancer.
- c. It is a risk disease.
- d. It is muscle pain.

38. "It means people in these areas have high risks...." (line 4)

The underline word refers to ...

- a. Most tropical countries
- b. The South Pacific, Asia, the Carribeans, the Americas and Africas
- c. Most tropical countries of the South Pacific, Asia, the Carribeans, the Americas and Africas
- d. Most tropical countries of the South Pacific, Asia

39. "The disease cannot be spread directly from person to person." (Line 8)

What does the underlined word mean?

- a. treated
- b. examined
- c. healed
- d. distributed

Number 37 to 40 are removed

40. The following characteristics of dengue fever are true, except...

- a. severe headache, backache, joint, muscle pains, getting nausea
- b. a rash on arms face and legs, muscle pains, severe headache, cold, and cough
- c. high fever, severe headache, and backache
- d. severe headache, muscle pains vomiting, and a rash on arms, face and legs

-- Good Luck --

### **The Blueprint of Reading Comprehension Post-Test**

<b>No.</b>	<b>Indicators</b>	<b>Item Number</b>	<b>Total</b>
1.	Finding the topic/main idea of the paragraph	10, 17, 21, 29	4
2.	Finding the important information of the paragraph	1, 2, 7, 8, 11, 12, 14, 20, 22, 23, 26	11
3.	Finding the reference of particular words	3, 15, 18, 19, 24,	5
4.	Finding the synonym and antonym of particular words/phrases	4, 5, 9, 16, 28, 30	6
5.	Finding the true and false statements of the paragraph	6, 13, 25, 27	4

## Reading Comprehension Test

Text for questions number 1-6

### Taronga Zoo

Taronga Zoo is the major zoo in Australia. It is located in Sydney, New South Wales. It occupies a 33-hectare location. The name “taronga” is an aboriginal name. It means “water view”.

Line 5

The Zoo has Australia’s finest collection of native Australian animals and many exotic species. It has kangaroos, wallabies, and koalas. Those animals can be seen from a close distance. There are platypuses, echidnas, and New Zealand kiwis in the Nocturnal House. There are also gorillas in the New Gorilla Tropical Forest. All animals in the zoo are kept very well. They are kept in the environment that is like their natural habitat. Taronga is usually used as a site for specific research, conservation, and education. It also offers a range of educational and special interest tours.

Source: Scaffolding Grade 8

- Where is Taronga Zoo located?
  - It is located in Australia
  - It is located in New South Wales, New Zealand
  - It is located in Sydney, Australia.
  - It is located in the Aboriginal site.
- Where in Taronga Zoo can you find New Zealand kiwis?
  - In the Tropical Forest
  - In the Natural House
  - In the south of the zoo
  - In the Nocturnal House
- “It means “water view”.” (line 3)  
The word it in the sentence refers to ...
  - The aboriginal name
  - Taronga
  - New South Wales
  - The zoo in Australia
- Which of the following words is the synonym of “major”?
  - First
  - Secondary
  - Main
  - Ordinary
- “They are kept in the environment that is like their natural habitat.” (line 9)  
Which of the following words is the antonym of “natural”?
  - Artificial
  - Normal
  - Original
  - Usual



6. Which of the following statements is true according to the text?
- The name “taronga” is aboriginal for “water view”.
  - The animals in Taronga Zoo cannot be seen in a close distance.
  - Taronga Zoo is the only zoo in Australia.
  - Taronga Zoo only has native Australian animal.

Text for questions number 7-10

Line 5

I live in a village called Amed in Bali, about a two-hour drive from Kuta. It is a beach village and one of the best places for scuba diving in Bali. To reach my village, you will need a lot of energy because it is an exhausting trip. The road is curved and there are many ups and downs too. But as soon as you arrive in Amed, your efforts will be paid by the beauty of my village.

Unlike other places in Bali, Amed is a calm and peaceful place. The bay, some sandy, others rocky appears to be lined with traditional fishing boats called jukung. From the top of the hill, people can enjoy the beautiful scenery. There are no factories or industries in Amed, so the water and the soil in my village are still clean and unpolluted. This is needed to produce salt by the people in the village.

Source: Englishahkam.blogspot.com

7. What makes Amed different from other places in Bali?
- Amed is a place for scuba diving.
  - It needs a lot of energy to get there.
  - Amed is a calm and peaceful place.
  - Amed has many star rated hotels.
8. Where can people enjoy beautiful scenery in Amed?
- From the top of the hill.
  - From the top of the factory.
  - From the beach of the village.
  - From the roads of the village.
9. “... you will need a lot of energy because it is an exhausting trip.” (line 3)  
The synonym of the underlined word is ....
- tiring
  - challenging
  - boring
  - confusing
10. What is the main idea of paragraph two?
- Amed is a beautiful place.
  - Amed is a calm and peaceful place.
  - People love Amed because it is a calm and peaceful place.
  - Unlike other places in Bali, Amed is still clean and beautiful.

Text for questions number 11-16

Line 5

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!" I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

Source: detik-detik UN Bahasa Inggris; 2005/2006; Intan Pariwara

11. When did the clock stopped?
  - a. At 12.05
  - b. At 11.55
  - c. At 5.20
  - d. At 12.02
12. Based on the text, where was the writer?
  - a. At the town
  - b. At the Hall
  - c. At home
  - d. At the Town Hall
13. Which of the following is NOT TRUE according to the text?
  - a. The writer was waiting to celebrate the New Year.
  - b. The writer brought a watch.
  - c. The writer was very happy.
  - d. The writer celebrated the New Year with his family.
14. What happened when someone shouted that the clock stopped?
  - a. Everybody directly celebrated the New Year
  - b. Everybody sings and laugh.
  - c. Everybody looked at the watch and then began to sing and laugh.
  - d. Everybody shouted too.
15. "It would strike twelve in twenty minutes' time."  
The underlined word refers to ...
  - a. the clock
  - b. author's watch
  - c. the town
  - d. the place
16. "The big clock refused to welcome the New Year"  
What is the synonym of the underlined word?
  - a. accept
  - b. admit
  - c. stop
  - d. reject

Text for questions number 17 - 20

Line 5

Rosa looked out the window. The snow that had been falling throughout the afternoon was turning into a blizzard. Rosa's dog, Shorty, had gone out about a half hour ago to fetch the paper. He should have been back by now. Rosa knew Shorty loved to play in the snow, but he would be cold and afraid in this weather.

Line 10

Rosa put on her coat and hurried outside. She struggled across the yard to a cluster of bushes that blanketed with snow. Rosa looked under heavy white limbs, but there was no sign of Shorty. Then she heard a scratching sound and whirled in its direction. She noticed an old, hollowed – out log. Inside the log was Shorty warm, safe, and with the evening paper in his mouth.

Adopted from <http://belajar.kemdiknas.go.id>

17. What is the topic of the first paragraph?
- Looking at the outside
  - Fetching newspapers
  - Rosa's feeling
  - Rosa's worry about Shorty
18. "...but he would be cold and afraid in this weather." (line 5)  
The underlined word refers to....
- cold
  - snowy and bad
  - cold and snowy
  - winter
19. "Then she heard a scratching sound and whirled in its direction". (line 9 )  
The underlined word refers to....
- A scratching sound
  - An old hollowed log
  - Shorty
  - A sign
20. Where did Rosa find Shorty?
- under heavy white limbs
  - inside hollowed out log
  - in the forest
  - inside a cluster of bushes

Text for questions number 21 - 25

Line 3

Last holiday I went to Paris. I visited museums and sat in public gardens. A friendly waiter taught me a few words of French. Then he lent me a book. I read a few lines, but I did not understand a word. Everyday I thought about postcards. My holidays passed quickly, but I did not send any cards to my friends. On the last day I made a big decision, I got up early and bought thirty-seven cards. I spent the whole day in my room, but I did not write a single card.

Adopted from <http://belajar.kemdiknas.go.id>

21. What is the text about?
- e. Visiting museum
  - a. Postcard
  - b. Words of French
  - c. **Holiday**
22. Whom did the writer meet in Paris?
- a. **Friendly waiter**
  - b. His friends
  - c. Postman
  - d. Mother
23. What was the first place the writer visited?
- a. **Museum**
  - b. Public garden
  - c. His room
  - d. Post office
24. "I read a few lines, ..." (line 3)  
What does the underlined phrase mean?
- a. Words in a postcard
  - b. **Text on the book**
  - c. Museum guiding
  - d. Garden's rules
25. The following statements are true EXCEPT...
- a. The writer went to Paris last holiday.
  - b. The writer spent a whole day in his room but no card was written
  - c. The writer read a French book and he understood all the words.
  - d. The writer read a French book but he did not understand the words.

Text for questions number 26-30

Line 5	<p>I went to Flores last month. I went there to visit Australian Volunteer English teachers in Maumere, Ende, and Bajawa. As a result, I also enjoyed the beauty of the island.</p> <p>I started my first day in Maumere with Jo Keating. After visiting several schools in the city, we took an amazing journey over the mountains to the south coast. We visited a new junior high school there. Then, I traveled to Ende to meet Sharon Kidman. Ende has a great market with a lovely selection of traditional woven ikat cloth, and great seafood.</p> <p>My next trip was to Detusoko. It is a mountain village. I went there with Ginny Edwards. Detusoko is not far from Mount Kelimutu. We woke up at 4 am to see the three different colored lakes at dawn. It was truly inspiring.</p> <p>My final trip was to Bajawa. It is a small town high in the mountains. It was very cold place. Yet, my trip was fun and memorable. I would like to go back to Flores one day.</p> <p style="text-align: right;"><i>Source: Scaffolding Grade 8</i></p>
--------	--

26. Where did the writer go on the first day?
- Ende
  - Maumere
  - The mountain village
  - Mount Kelimutu
27. Which of the following statements is false according to the text?
- After visiting Maumere, the writer went to Ende.
  - After visiting Ende, the writer went to the mountain village.
  - Bajawa is the writers's third destination.
  - The writer visited some schools in Maumere.
28. Which of the following words is the antonym of "different" according to the text?
- distinct
  - Similar
  - Diverse
  - Unlike
29. What is the best title for the text?
- The Beautiful of Flores
  - My Holiday in Flores
  - The Vacation Spots in Flores
  - My Experience
30. According to the text, which of the following words is the synonym of "journey"?
- (line 5)
- trip
  - vacation
  - experience
  - moment

-- Good Luck --

### The Blueprint of Achievement Test I

No.	Indicators	Item Number	Total
1.	Finding the topic/main idea of the paragraph	5	1
2.	Finding the important information of the paragraph	1, 7	2
3.	Finding the reference of particular words	3, 8	2
4.	Finding the synonym and antonym of particular words/phrases	2, 9	2
5.	Finding the true and false statements of the paragraph	4	1
6.	Finding the type of the text	6	1
7.	Finding the purpose of the text	10	1

## Achievement Test 1

Text for questions number 1-5

Zebras are animals that resemble the horse. They walk; trot, canter and gallop like horses, but do not move as quickly.

Line 5

Their eyes are located on the side of their head, and they have excellent eyesight. Because zebras live in the wild, they need to be able to escape from their predators. Their excellent eyesight really helps them in this case. Zebras are a short, stocky animal that is generally about 8 feet long and stands between 4 and 5 feet at the shoulder. They can weigh up to 650 pounds. They have black coats with white stripes and a short, coarse mane that stands straight up in the air. Their shiny coats help to control the heat from the sun.

Line 10

The stripes on a zebra are very much like fingerprints. No two patterns are alike. Many zoologists believe that the stripes act as camouflage. Zebras are herbivores, which mean they eat plants, grasses and roots.

Source: <http://gyangilang17.blogspot.com>

1. Based on the text, what makes zebras resembles horses?
  - a. They walk, canter, jump, and gallop like horses.
  - b. They trot, walk, canter, and gallop like horses.
  - c. They trot, walk, gallop, and jump like horses.
  - d. They walk, run, and gallop like horses.
2. "Because zebras live in the wild, they need to be able to escape from." (line 4)  
The underlined word has a closest meaning to the word ...
  - a. jump
  - b. fight
  - c. run away
  - d. win
3. "Their excellent eyesight really helps them in this case". (line 5)  
The underlined word refers to ...
  - a. escaping from their predators
  - b. walking nicely
  - c. jumping from the predators
  - d. controlling the heat of the sun
4. The following statements are true based on the text, except ...
  - a. Zebras resemble horses in the way of walking, trotting, cantering, and galloping.
  - b. Zebras' stripe pattern are alike each other.
  - c. Zebras do not move as quickly as horses.
  - d. Zebras' black coats help in controlling the heat from the sun.
5. What is the best title for the text?
  - a. Zebras the White Stripes
  - b. Zebras the Horses Family
  - c. Zebras and Horses
  - d. The Fast

### Diving in Bunaken Island

Last year I left New Zealand for Bunaken Island. I went there with a group of New Zealand divers. Getting there was not quite easy. Soon after our arrival at Bunaken, we got a general briefing. It included a description about how to take pictures under water.

Line 5

Then, we began our diving. In our diving, we saw groups of tiny fish. In order to identify them, we needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.

In summary, the trip was mostly enjoyable. This place is so impressive with its marine life.

Source: Scaffolding Grade 8

6. What kind of text is it?
  - a. descriptive text
  - b. narrative text
  - c. recount text
  - d. report text
7. With whom did the writer go to Bunaken Island?
  - a. his family
  - b. his friends
  - c. a group of New Zealand divers
  - d. local people
8. “It included a description about...” (line 3)  
What does the underlined word refer to?
  - a. a picture
  - b. arrival
  - c. underwater
  - d. a general briefing
9. “This place is so impressive with its marine life” (line 8)  
What is the synonym of the underlined word?
  - a. remarkable
  - b. tiring
  - c. ugly
  - d. far
10. What is the purpose of the text?
  - a. to retell the writer’s experience
  - b. to tell New Zealand
  - c. to retell a group of New Zealand divers
  - d. to tell about Bunaken



### The Blueprint of Achievement Test II

No.	Indicators	Item Number	Total
1.	Finding the topic/main idea of the paragraph	5, 7	2
2.	Finding the important information of the paragraph	2, 3, 6, 8, 10	5
3.	Finding the reference of particular words	4	1
4.	Finding the synonym and antonym of particular words/phrases	1	1
5.	Finding the true and false statements of the paragraph	9	1

## Achievement Test 1

Text for questions number 1-5

Line 5

Hexa and I camped in the mountain last weekend. It was very beautiful and very quiet there. The weather is fresh. The location of our campsite was on the top of the hill, so we could see the scenery around us. It was amazing, it was green everywhere. It was easy to get water too because it was near a small river. We brought a lot of food from home. There were noodles, cans of sardines, soft drink, and biscuits. Hexa brought kitchen utensils for cooking noodles.

Line 10

In the first day, we spent our time setting up the tent and exploring the surrounding area. I was happy because there were many campers there. After we had dinner, we met the other campers. Then, we chatted and played guitar. It was fun meeting people who had the same hobby. It was not frightening at all at night in the forest. We laughed and sang even some campers danced. We went to bed almost at dawn.

The next day, we hiked with other campers until afternoon. We did not realize that it was almost five in the morning. Then, we went back home.

It was very nice. I planned to go there again next holiday.

Source: *The Real English for Junior High School*

1. "We spent our time setting up the tent and exploring the surrounding area." (line 8)  
The synonym of the word "exploring" is ...
  - a. traveling
  - b. going around
  - c. walking
  - d. examining
2. What did the writer do in the evening at the first day?
  - a. Set up the tent
  - b. Hiked with other campers
  - c. Stayed in the tent
  - d. Chatted and played guitar
3. How did the writer feel after having camping?
  - a. Frightened
  - b. disappointed
  - c. satisfied
  - d. bored
4. "I was happy because there were many campers there." (line 9)  
The underlined word "there" refers to ...
  - a. in the campsite
  - b. on the river
  - c. in the forest
  - d. on the hill
5. What does paragraph two tell us about?
  - a. Setting up the tent and exploring the surrounding area
  - b. The writer's activities at the first day
  - c. The writer and the other campers' activities
  - d. The writer's activities at night

**Trip to Yogyakarta**

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wishnu Temples. They are really amazing. We visited only Brahmana and Syiwa Temples because Wisnu Temple is being renovated

On Friday morning, we went to Yogyakarta Keraton. We spent two hours there. We were lucky because we led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at 4 pm. At 5 p.m we heard an announcement that Borobudur gate was closed. In the evening, we left for Jakarta by Wisata bus.

Adopted from <http://englishahkam.blogspot.com>

- Line 5
6. With whom did the writer have a trip?
    - a. her friends
    - b. her family
    - c. her students
    - d. her colleagues
  7. The text mainly discusses ....
    - a. the writer's first visit to Prambanan
    - b. the writer's trip to Yogyakarta
    - c. the writer's experience at Yogyakarta keraton
    - d. the writer's impression about Borobudur
  8. Which temple is being renovated?
    - a. Syiwa
    - b. Brahma
    - c. Wisnu
    - d. Syiwa and Wisnu
  9. Which of the following statement is TRUE?
    - a. The writer and the students went to Yogyakarta for having a research
    - b. The writer went to Borobudur first and then to keraton
    - c. The writer was very disappointed with the guide
    - d. The writer left for Jakarta on Friday
  10. When did the writer go to Borobudur?
    - a. Wednesday
    - b. Thursday
    - c. Friday
    - d. Saturday

# **APPENDIX G**

## **STUDENTS' SCORES**






### The Students' Scores

The following table shows the students' scores in the four tests. There are actually 32 students in Class VIII C. Since there are two students who did not join the Pre test, for the rest tests (Achievement Test I, Achievement Test II, Post Test), the scores of the two students were not being analyzed.

No	Name	Scores			
		Pre Test	Achievement Test I	Achievement Test II	Post Test
1	Ade Wulandari	4.0	7.0	7.0	6.0
2	Agung Setiawan P.	4.75	7.0	7.0	6.66
3	Anggiyani Fabilah	4.75	7.0	7.0	6.33
4	Ardi Firda P.	4.0	6.0	6.0	4.5
5	Arsanti Pangestuti	5.5	9.0	7.0	6.33
6	Budi Purnomo	5.0	8.0	9.0	4.66
7	Catur Nur Aldi	5.0	8.0	8.0	6.0
8	Deva Arya Yoga	6.25	6.0	9.0	6.0
9	Edi Yuantoro	-	-	-	-
10	Fachrida Devianti	5.75	7.0	8.0	6.33
11	Fandika Yoga P.	5.0	5.0	8.0	6.0
12	Fitri Aditya	5.0	8.0	9.0	7.66
13	Galang Kusuma P.	-	-	-	-
14	Gilang Wahyu K.	4.75	6.0	8.0	6.66
15	Harfi Setyadi	4.25	6.0	7.0	7.33
16	Hasnan Rizky	4.5	8.0	8.0	6.33
17	Hersadar Rizanto	5.5	6.0	8.0	5.66
18	Ibnu Baskoro	6.5	8.0	9.0	6.33
19	Kafela Patricia N.	4.25	5.0	7.0	6.33
20	Mega Utami N.	5.25	8.0	7.0	5.33
21	Meliya Rahmawati	6.0	9.0	8.0	6.66
22	Muhammad Alfi	5.0	8.0	9.0	6.33
23	Nadya Alfah	4.75	7.0	8.0	6.0
24	Ninda Rifki D.	5.0	6.0	8.0	6.0
25	Nur Aini	4.75	7.0	7.0	6.33
26	Quranisya Putri H.	5.25	6.0	7.0	6.66
27	Risma Dwi A.	4.5	7.0	8.0	7.0
28	Risqy Ikwan R.	4.75	7.0	8.0	6.33
29	Sefian Anggraini	4.75	7.0	7.0	5.66
30	Sony Purnomo	5.0	7.0	8.0	6.33
31	Sri Wahyuningsih	6.5	7.0	6.0	6.33
32	Viona Anin Dwita	4.75	8.0	8.0	7.66

# **APPENDIX H**

## **PHOTOGRAPHS OF ACTIONS**

	<p>The students were doing the pre-test.</p>
	<p>The students were writing their predictions about the text based on the picture.</p>
	<p>The researcher discussed the students' predictions.</p>
	<p>The students were discussing words related to the picture in groups.</p>
	<p>The students were doing vocabulary game.</p>

# **APPENDIX I**

## **STUDENTS' WORKSHEETS**



No

Date

Name : Meliya Rohmawati (21)

Muh. Alfi A. (22)

Risma dwi aeyani (27)

Panda is from china ✓

Black and white color ✓

Big and cute animal ✓

Panda eat bamboo ✓

Panda eyes are black

JOYKO 30 Lines, 6 mm

Name : - Ninda Rizki D. (24) - Viona Anin D. (32)  
 - Nur Aini (05) - Bodi Purnomo  
 - Arshanti Pangestuti (25) - Hasnan Rizky  
 Class : 8C  
 Date : 7 Oktober  
 Task 1.

Read the following text and then do the follow up activity.

**The Elephant**

Elephants are the largest living land mammals which are best known for their huge size, unique body parts, social behavior, and longevity. Elephants can live for up to 70 years. They live in tight social units led by an older matriarch. Males leave the herd between the ages of 12 and 15 years.

Line 5      Elephants are herbivores and eat all types of vegetation such as grasses, leaves, fruits, and bark. They spend about 16 hours a day eating. They consume as much as 495 pounds of food per day.

Although elephants have a large body, their eyes are small and its eyesight is poor. It also happens for their ears. Although the size of their ears is large, the elephant's hearing is poor. It is because elephant's ears are used to aid ventilation.

The elephant is a very intelligent animal. Its intelligence combined with its great strength makes an elephant a very useful servant to man. An elephant is really a smart animal.

*Adapted from <http://gyangilang17.blogspot.com>*

Task 2.

Match these words. Try to predict the meaning based on the text without opening your dictionary. Number one is done for you.

Words		Meaning
a. Longevity (n)	5	1. membantu
b. eyesight (n)	6	2. membuka
c. aid (v)	1	3. teman
d. Servant (n)	3	4. Tumbuh-tumbuhan
e. Vegetation (n)	4	5. Panjang umur
f. Strength (n)	7	6. penglihatan
		7. kekuatan

Task 3

Based on the text, answer the following questions.

- What is the topic of the text?
- What does paragraph two tell you about?
- What is elephants' unique social behavior?
- Why does the author say that elephants are best known for their longevity?

Answer:

- Elephant are herbivores.
- Elephants in tight social units led by an older matriarch.

5. Why is elephants' hearing poor?
  6. From the text above, it can be implied that elephants spend much of their time in a day for ....
  7. "It also happens for their ears"(line 9).  
What does the word "it" refer to?
5. because elephant's ears are used to aid ventilation.
6. eating
7. poor

#### Task 4

Have you ever seen a movie/serial about animals?  
Discuss with your group a movie/serial about animals.  
Write some information about the movies (the title, the story (1-2 sentences), the character of the animal (main character)).  
You may choose a movie/serial from the following list.

- Tom and Jerry
- Kungfu Panda
- Finding Nemo
- Shaun The Sheep
- Madagaskar
- Oscar Oasis
- Larva

For example:

Title : Bernard Bear

Summary: This serial is about the life of a white bear. Its name is Bernard. He always has bad days in his life.

Character: Bernard is a careless bear.

Write the information here.

Title : Shaun the Sheep (MNC TV)

Summary : It is about the life of many sheeps. The chief of the sheep is Shaun. Shaun has friend. It is dog.

Character : Shaun the sheep is smart and funny.

## KELOMPOK 5

No.  
Date

Nama : - Faehnda Devianti Awizar (10)

- Kafela Patricia Noviani (19)

- Mega utami Ningsih (20)

- Sofian : Anggraini (29)

Kelas : 8c

1.) : She is a fatin shidqia Lubis

2.) She is so Beautiful and cute. She is the singer.

She is wearing a hijab. She is the winner of X  
factor Competition. She likes the singing and chicken  
noodle eating. She is a 16 years old.

# **APPENDIX J**

## **PERMISSION LETTERS**



## BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511  
Telepon (0274) 868800, Faksimile (0274) 868800  
Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

### SURAT IZIN

Nomor : 070 / Bappeda / 3006 / 2013

### TENTANG PENELITIAN

#### KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.  
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Daerah Daerah Istimewa Yogyakarta  
Nomor : 070/Reg/V/7027/9/2013 Tanggal : 25 September 2013  
Hal : Izin Penelitian

#### MENGIZINKAN :

Kepada :  
Nama : KURNIA CITRA DEWI  
No.Mhs/NIM/NIP/NIK : 09202244044  
Program/Tingkat : SI  
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta  
Alamat instansi/Perguruan Tinggi : Karangmalang, Yogyakarta  
Alamat Rumah : Karangmalang, Depok, Sleman  
No. Telp / HP : 085727178958  
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul  
**IMPROVING THE READING COMPREHENSION OF GRADE VIII STUDENTS AT SMPN 1 MLATI USING SCHEME ACTIVATION STRATEGY IN THE ACADEMIC YEAR OF 2013/2014**  
Lokasi : SMPN 1 Mlati  
Waktu : Selama 3 bulan mulai tanggal: 25 September 2013 s/d 25 Desember 2013

#### Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 25 September 2013

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris  
u.b.

Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, M.M  
Pembina, IV/a

#### Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. Camat Mlati
6. Ka. SMPN 1 Mlati
7. Kabag TU FBS UNY
8. Yang Bersangkutan

